

2nd REVISED AGENDA
MERCED COUNTY BOARD OF EDUCATION
June 17, 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 Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending June 2024
1. Classified Employee: Lupe Winton, Early Education
 2. Classified Employee: Pedro Carrillo, Special Education
 3. Certificated Employee: Melissa Coleman, Special Education
 4. Management Employee: Natalie Flores, Special Education

IV. Consent Agenda: Items listed under the 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 May 20, 2024
- B. Minutes of Special Meeting on June 10, 2024
- C. Funding of Consolidated Application for Categorical Programs 2024-2025
- D. Approve **Resolution No. 2024-15** Authorizing End-of-Year Transfers
- E. Retirement Resolution (s):
1. Resolution No. 2024- 17 Honoring Eugene Wunder
 2. Resolution No. 2024- 18 Honoring Joseph Brown
 3. Resolution No. 2024- 19 Honoring Barbara Troutman
 4. Resolution No. 2024- 20 Honoring Leticia Limon
 5. Resolution No. 2024- 21 Honoring Jeannie Flores

Motioned by _____ Seconded by _____ Vote _____

V. Written Communications

- A. Correspondence Received By Chairperson
- B. Correspondence Received By Board Members
- C. Correspondence Received By Superintendent:

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. Public Hearing – Sufficiency of Instructional Materials and Textbooks – Sept. Meeting

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

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| A. Local Control Accountability Plan (LCAP) Local Indicators for Schools operated by Merced County Office of Education | Cindy Gentry
<i>Coordinator-Ed. Svcs.</i> |
| B. Local Control Accountability Plan (LCAP) Local Indicators for Merced Scholars Charter School | Cindy Gentry
<i>Coordinator-Ed. Svcs.</i> |
| C. Local Control Accountability Plan (LCAP) Local Indicators for Come Back Charter School | Cindy Gentry
<i>Coordinator-Ed. Svcs.</i> |
| D. Public Disclosure of Collective Bargaining Disclosure California School Employees Association (CSEA) #856, Unit A and B Fiscal years 2023-2024, 2024-2025, & 2025-2026 | Janet Riley
<i>Asst. Supt. - Bus. Svcs</i> |
| E. Public Disclosure of Collective Bargaining Disclosure Merced County Office Teachers Association (MCOTA) Fiscal years 2024-2025, 2025-2026, & 2026-2027 | Janet Riley
<i>Asst. Supt. - Bus. Svcs</i> |
| F. Board Member's Report (<i>if any</i>) | Board Members |
| G. Superintendent's Report | Steve M. Tietjen |
| 1. Merced County Board of Education Meeting Schedule 2024-2025 | |
| 2. MCOE Kickoff Celebration – Thursday, August 8, 2024 | |
| 3. Merced County Schools Academic Calendar for 2024-2025 | |

IX. Business Items for Action

Please Note: The Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents reports for Merced Scholars Charter School, Come Back Charter School, Merced County Office of Education Community and Court Schools can be found on our website at: <https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings>

A. Local Control Accountability Plan (LCAP) with Budget Overview for Parents

It is recommended that the Board of Education review and adopt the Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review for **Merced County Office of Education Community and Court Schools** in compliance with Education Code 52068(b)(2)

Cindy Gentry
Coordinator-Ed. Svcs.

Motioned by _____ Seconded by _____ Vote _____

B. Local Control Accountability Plan (LCAP) with Budget Overview for Parents

Cindy Gentry
Coordinator-Ed. Svcs.

It is recommended that the Board of Education review and adopt the Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review for **Merced Scholars Charter School** in compliance with Education Code 52068(b)(2)

Motioned by _____ Seconded by _____ Vote _____

C. Local Control Accountability Plan (LCAP) with Budget Overview for Parents

Cindy Gentry
Coordinator-Ed. Svcs.

It is recommended that the Board of Education review and adopt the Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review for **Come Back Charter School** in compliance with Education Code 52068(b)(2)

Motioned by _____ Seconded by _____ Vote _____

D. Revised Federal Addendum

Cindy Gentry
Coordinator-Ed. Svcs.

It is recommended that the Board of Education review and adopt the Revised Federal Addendum

Motioned by _____ Seconded by _____ Vote _____

E. School Plan for Student Achievement (SPSA 2024-2025)

Cindy Gentry
Coordinator-Ed. Svcs.

It is recommended that the Board of Education approve the 2024-2025 School Plans for Student Achievement for Valley Community School **Atwater**, Valley Community School **Los Banos**, Valley Community School **Merced**, and Merced County **Juvenile Hall** Court School

The SPSA reports can be found on our website at:

<https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings>

Motioned by _____ Seconded by _____ Vote _____

F. Annual Report on Differentiated Assistance 2024-2025

Emily Tietjen
Director, Ed. Svcs.

It is recommended that the Board of Education review and adopt the Merced County Office of Education Annual Report on Differentiated Assistance 2024-2025 as presented in compliance with Education Code 52066(i)(1)

Motioned by _____ Seconded by _____ Vote _____

G. Resolution Ordering Governing Board Member Election [Resolution No. 2024-23]

Steve M. Tietjen
Superintendent

It is recommended that the Board of Education approve **Resolution No. 2024-23** Ordering Governing Board Member Elections as submitted

Motioned by _____ Seconded by _____ Vote _____

H. Resolution for Exception to the 180-Day Wait Period

Janet Riley
Asst. Supt.-Bus. Svcs

It is recommended that the Board of Education approve **Resolution No. 2024-16** Declaration of 180-Day Wait Period Exception and Appointment of Raymond Birch as extra Help Retired Annuitant to train new Custodial Supervisor(s), perform scheduled Williams Inspections, complete the FIT (Facilities Inspection Tool) required by the California Department of Education under Government Code Section 21224 effective August 5, 2024.

Motioned by _____ Seconded by _____ Vote _____

I. Public Hearing - Education Protection Account (2024-2025) [Resolution No. 2024-22]

Janet Riley
Asst. Supt.-Bus. Svcs.

It is recommended that the Board of Education adopt Resolution No. 2024-22 Determining How the Moneys Received from the Education Protection Account (2024-2025) are spent at the Merced County Office of Education

1. Open Public Hearing
2. Close Public Hearing
3. Adopt **Resolution No. 2024-22** Determining How the Moneys Received from the Education Protection Account (2024-2025) are spent at the Merced County Office of Education

Motioned by _____ Seconded by _____ Vote _____

J. 2024-2025 MCOE Budget

Rosa Casillas
Director-Bus. Svcs.

It is recommended that the Board of Education approve the 2024-2025 Merced County Office of Education Budget in compliance with Education Code 1622(a)

1. Adoption of Merced County Office of Education Budget of 2024-2025 Developed Using State-Adopted Criteria and Standards and Filed and Adopted After Public Hearing by the County Board of Education in compliance with Education Code 1622(a)

Motioned by _____ Seconded by _____ Vote _____

2. Adoption of the Annual 2024-2025 Budget Report Reviewed by the County Board of Education and Certification that the Budget Includes Health and Welfare Benefits as Defined in Education Code Section 42140(a)

Motioned by _____ Seconded by _____ Vote _____

3. Annual Certification to 2024-2025 Budget Pursuant to Education Code Section 42141(a) Regarding Self-Insured Workers' Compensation Claims

Motioned by _____ Seconded by _____ Vote _____

K. Proposition 28: Arts and Music in Schools Annual Report

Maria Duran-Barajas
Director-Special Ed.

It is recommended that the Board of Education review and approve Proposition 28: Arts and Music in Schools Funding 2024 Annual Report as submitted.
The report can be found on our website at:

<https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings>

Motioned by _____ Seconded by _____ Vote _____

X. **Call for Public Comments Identified Closed Session Agenda Items**

During this portion of the agenda, the public is invited to address the Board on identified items before adjournment into a Closed Session.

The Board will proceed into a Closed Session.

XI. **Closed Session** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – 4:00 PM - Appeal # 2024-02

XII. **Closed Session to Deliberate Interdistrict Attendance Appeal**

XIII. **Closed Session** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – 4:30 PM - Appeal # 2024-04

XIV. **Closed Session to Deliberate Interdistrict Attendance Appeal**

The Board will proceed into an Open Session.

XV. **Open Session for the Disposition of Interdistrict Attendance Appeal #2024-02**

Moved by _____ Seconded by _____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

XVI. **Open Session for the Disposition of Interdistrict Attendance Appeal #2024-04**

Moved by _____ Seconded by _____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

XVII. **Closed Session**

Conference with real property negotiator, property management, Darin Dupont Negotiator of Real Property/Land Development issues, pursuant to Government Code Section 54956.8

The Board will proceed into a Closed Session.

The Board will proceed into an Open Session.

Adjournment: _____ **PM**

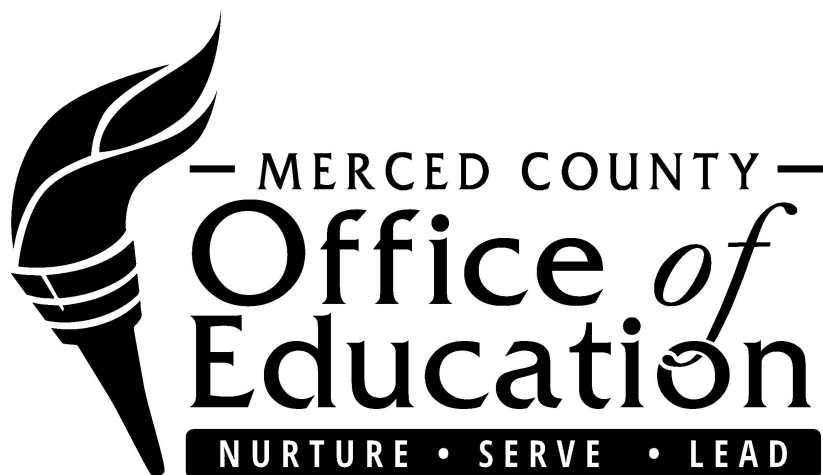
Motioned by _____ Seconded by _____ Vote _____

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

Presentation



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

June 6, 2024

To: All MCOE Employees
 From: Outstanding Employee Selection Committee
 Subject: **OUTSTANDING EMPLOYEES**

The following Merced County Office of Education employees have been selected as MCOE's "Outstanding Employees" for quarter ending **JUNE 2024**.

CLASSIFIED



Pedro Carrillo
 Special Education Dept.

CLASSIFIED



Lupe Winton
 Early Education Dept.



CERTIFICATED



Melissa Coleman
 Special Education Dept.



Confidential/Supervisory/Management



Natalie Flores
 Special Education Dept.



Pedro, Lupe, Melissa and Natalie, who exemplify MCOE's commitment to quality education and students, will be honored at the June 17, 2024 Board Meeting at 3:00pm.

Congratulations to our Employees of the Quarter!

Merced County Board of Education

Consent Agenda



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

**MINUTES
MERCED COUNTY BOARD OF EDUCATION
May 20, 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, and Geneva Brett. Frank Fagundes was absent.
- C. Others present: Nathan Quevedo, Janet Riley, Stacie Arancibia, Andrea Valtierra-Gongora, Barbara Brown, Emily Tietjen, Jesus Fernandez, Janette Alvarado, Katherine Weimer, Cristina Vara, May Moua, Lee Vang, Erika Davalos-Lemus, Maria Chambers, Elizabeth Rojas, Coby Chambers, Audrey Chambers, Indiana Chambers, Mario Diaz, Gustavo Diaz, Maria Diaz, Jaime Seabrook, Melissa Maltibie, Don Proietti, Melissa Proietti, Merced Luis, 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. Presentation – by Events & Community Engagement Specialist, Stacie Arancibia

- A. Recognition for the California Science & Engineering Fair.
 - 1. Nathan Miller – 8th grade - Cruickshank Middle School
 - 2. Anika Gopinathan – 8th grade - Hoover Middle School
 - 3. Paloma Day – 8th grade - Our Lady of Mercy
- B. Recognition for the Merced Scholars & Valley Community School Atwater
 - 1. Audrey Chambers – Speech Festival
 - 2. Andres Estrada – Seal of Biliteracy
 - 3. Brenda Moreno-Guzman – Seal of Biliteracy
 - 4. Wendy Perez-Luis – Seal of Biliteracy
 - 5. Xitlali Muñoz – Seal of Biliteracy & Writing Festival
 - 6. Andra Ortega – Writing Festival
 - 7. Starr Schwartz – Writing Festival
 - 8. Kassidy Seabrook – Writing Festival
 - 9. Manuel Vargas – Writing Festival
 - 10. Jocelyn Gonzalez – Writing Festival
- C. Certificates for Improved Attendance – Merced County District Attorney's Office
 - 1. Maria Diaz, Bridget Hill, and 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

Dennis Hanks moved, and **Geneva Brett** seconded the motion to approve the Consent Agenda as submitted. The motion was carried with a vote of 4-0. (*Fagundes absent*)

V. Written Communications

- A. Correspondence Received by Chairperson: None
- B. Correspondence Received by Board Member: None
- C. Correspondence Received by Superintendent: None
 - 1. Merced COE 2023-2024 Second Interim Report
 - 2. Communication Letter from CSBA – Integrate CCBE into CSBA

VI. 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.

VII. Future Agenda Items

- A. Special Board meeting, June 10, 2024 – Public Hearing: Adoption of 2023-2024 Merced Office of Education Budget and Local Control Accountability Plan (LCAP) Budget Review for Merced County Office of Education

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

- A. Board Member's Report: None.
- B. Superintendent's Report: MCOE Schools Graduation Dates – Assistant Superintendents, Pat Atkins and Martin Macias will attend in Steve's absence.
 - 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 (ELO-Plan)

Director of Educational Services, May Moua presented the ELO Plan. It was recommended that the Board of Education approve the Merced Scholars Charter School ELO-Plan

Geneva Brett moved and **Tim Razzari** seconded a motion to review and approve the Expanded Learning Opportunities Program Plan Guide (ELO-Plan). The motion carried with a vote of 4-0. (*Fagundes absent*)

- B. Quarterly Williams Report

Director of Education Services, Emily Tietjen along with Coordinator, Erika Davalos-Lemus presented the 3rd Quarterly Williams Report. It was recommended that the Board of Education review and approve the Quarterly Williams Report

Geneva Brett moved and **Dennis Hanks** seconded a motion to approve the Uniform Complaint Report Summary for Quarterly Period January 2024 through March 2024. The motion carried with a vote of 4-0. (*Fagundes absent*)

C. Special Education Extended Year Calendar

Director of Special Education, Barbara Brown presented the June and July Special Education Extended Year Calendar. It was recommended that the Board of Education review and approve the Special Education Extended Year Calendar for June 2024 and July 2024.

Tim Razarri moved and **Fred Honoré** seconded a motion to approve the Special Education Extended Year Calendar for June 2024 and July 2024. The motion carried with a vote of 4-0. (*Fagundes absent*)

D. CSBA 2024 Annual Education Conference and Trade Show

Steve Tietjen shared information about the CSBA 2024 Annual Education Conference and Trade Show taking place December 5-7, 2024. It was recommended that the Board of Education authorize Board Members to attend the California School Boards Association (CSBA) 2024 Annual Education Conference and Trade, held at the Anaheim Convention Center.

Dennis Hanks moved and **Tim Razzari** seconded a motion to authorize Board Members attendance at the Annual Education Conference and Trade Show, December 5-7, 2024 held at the Anaheim Convention Center. The motion carried with a vote of 4-0. (*Fagundes absent*)

The Board proceeded into a Closed Session.

XIII. Closed Session Pursuant to Education Code 35146 for Board to meet as Thurman Agricultural Scholarship Committee to Review Applications

The Board proceeded into an Open Session.

A. Selection of 2024 Thruman Agricultural Scholarship Recipient

Geneva Brett moved, and **Dennis Hanks** seconded the motion to select Trevor Hath of Golden Valley High School as the recipient of the 2024 Thruman Agricultural Scholarship for Merced County. The motion was carried with a vote of 4-0. (*Fagundes absent*)

XIV. Adjournment

Fred Honoré moved, and **Dennis Hanks** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:44 PM. The motion was carried with a vote of 4-0. (*Fagundes absent*)

Respectfully submitted,

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

SMT/mc

**MINUTES
MERCED COUNTY BOARD OF EDUCATION
June 10, 2024**

SPECIAL 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 special meeting of the Merced County Board of Education to order at 3:00 PM.
- B. Members present were Fred Honoré, Dennis Hanks, and Frank Fagundes. Geneva Brett and Tim Razzari were absent.
- C. Others present: Martin Macias, Cristina Vara, May T. Moua, Kimberly Chastain, John Chavez, Nathan Quevedo, Cindy Gentry, Maria Duran-Barajas, Laura Fong, Rosa Casillas, Janet Riley, 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. Written Communications

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

IV. 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 public comments were made.

V. Future Agenda Items

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

Please Note: The Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents reports for Merced Scholars Charter School, Come Back Charter School, Merced County Office of Education Community and Court Schools can be found on our website at: <https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings>

- A. Public Hearing – Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review - Merced Scholars Charter School in compliance with Education Code 52068(b)(1)

Cindy Gentry presented the Merced Scholars Charter School LCAP with a Budget Overview for Parents Review for Board review and public input.

1. Open Public Hearing: Fred Honoré opened the public hearing.
2. Close Public Hearing: No public comments were made. The public hearing was closed.

B. Public Hearing – Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review – Come Back Charter School in compliance with Education Code 52068(b)(1)

Cindy Gentry presented the Come Back Charter School LCAP with Budget Overview for Parents Review for Board review and public input.

1. Open Public Hearing: Fred Honoré opened the public hearing.
2. Close Public Hearing: No public comments were made. The public hearing was closed.

C. Public Hearing – Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review - Merced County Office of Education Community and Court Schools in compliance with Education Code 52068(b)(1)

Cindy Gentry presented the MCOE Community and Court Schools LCAP with a Budget Overview for Parents Review for Board review and public input.

1. Open Public Hearing: Fred Honoré opened the public hearing.
2. Close Public Hearing: No public comments were made. The public hearing was closed.

D. Public Hearing – 2024-2025 MCOE Budget Review in compliance with Education Code 1620

Review of the 2024-2025 MCOE Budget: Rosa Casillas and Janet Riley presented the 2024-2025 Budget for Board review and public input.

1. Open Public Hearing: Fred Honoré opened the public hearing.
2. Close Public Hearing: No public comments were made. The public hearing was closed.

E. Board Member's Report *(if any)*: Frank Fagundes reported that he attended one graduation and was happy to celebrate the joy of accomplishment that our students and their families experienced.

F. Superintendent's Report: Steve Tietjen reported on the following: He attended the MCOE Shelby School Promotion Ceremony and was moved by our students' pride and accomplishments all while overcoming obstacles. In his absence, Pat Atkins and Martin Macias attended the other graduations.

VII. Business Items for Action - None

XXIII. Adjournment

Dennis Hanks moved and **Frank Fagundes** seconded the motion to adjourn the special meeting of the Merced County Board of Education at 3:33 PM. The motion carried with a vote of 3-0. Geneva Brett and Tim Razzari were absent.

Respectfully submitted,

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

SMT/mc

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

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

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title I, Part D Subpart 2 (Delinquent) ESSA Sec. 1401 SACS 3025	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-15

**AUTHORIZING
END OF YEAR TRANSFERS**

Whereas, it is the desire of the majority of the Merced County Board of Education that the County Superintendent of Schools be authorized to make such transfers as are necessary to balance any expenditure classification of the budget of the Merced County Office of Education for the **2023-2024** fiscal year.

Now, Therefore, Be It Resolved that the Merced County Superintendent of Schools be, and is hereby, authorized to make such budget transfers as may be necessary to permit the payment of obligations of the Merced County Office of Education incurred during the **2023-2024** fiscal year.

Adopted this **17th** day of **June** year of **2024**, at a regular meeting of the Merced County Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-17
Honoring
Eugene Wunder

Whereas, Eugene Wunder has elected to retire from his position as a Teacher of Severely Handicapped in the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Eugene's 27 years of service with the Merced County Office of Education; and,

Whereas, Eugene began his employment with the Merced County Office of Education (MCOE) originally in April 1994, he first contracted with MCOE in the Special Education Department with the Valley Program, he then went into active duty in 1996 to Bosnia and then returned to MCOE in August 1997 where he has remained until July 2024, for a total of 29 years with MCOE; and,

Whereas, Eugene's previous employment was working at Atwater Elementary School District as a Long-Term Sub and at Merced Union High School District teaching Math, History, PE, and Ag. He taught at Merced College for 15 years special program to bring SPED students to Merced College (started 2003-2004), taught and supported Challenger Learning Center at Castle bringing him to a total of 34 years served in education; and,

Whereas, Eugene obtained both an AA in Education and an AS in Electronics/Electronic Technologies from Merced College, earned a BA in Social Science from Chapman University, he also earned both his Teacher Credential and MA with National University; and,

Whereas, Eugene has been a member of Hornito's Freemason 98, coached basketball at Winton Jr. High for 4 years, coached baseball in Winton and Atwater City for 6 years, and he also coached baseball with the Winton Jr. Giants for 16 years. Eugene helped start out TOPP soccer for Merced County from 2015-2018; and,

Whereas, Eugene served 24 years with US Navy (retired 2010), he traveled around the world during his time with the Navy. Eugene started the reading theater program 20 years ago, he also started an annual vocational picnic that was co-hosted with other teachers and Gene would do all the cooking for the picnic and,

Whereas, Eugene will take pleasure in spending more time with Summer (wife), Eathan (Son), Kathleen (daughter), Adriel (Grandson) and Robbie (Stepson), who live at home with Gene and his wife, also. between himself and his wife, they have a total of 7 children and 13 grandchildren, and,

Whereas, after retirement, Eugene plans to stay home, relax, and remodel his home; and,

Now, Therefore Be it Resolved, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Eugene for his dedicated years of service to ensure "Every Student A Success" and "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

Adopted June 17, 2024

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

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-18
Honoring
Joseph C. Brown

Whereas, Joseph C. Brown has elected to retire from his position as an Occupational Therapist in the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Joseph's 22 years of service with the Merced County Office of Education; and,

Whereas, Joseph began his employment with the Merced County Office of Education (MCOE) originally in 1984, but in 1986 he was asked to support the county and district students as an independent contractor, he stepped away and returned to MCOE in September 2004 where he has remained until now June 2024, for a total of 22 years with MCOE; and,

Whereas, Joseph's work as an Independent Contractor brings him to a total of 40 years served in education; and,

Whereas, Joseph obtained a License in Occupational Therapy with an MA in Special Education; and,

Whereas, Joseph has been a natural, exceptional teacher, educator, and mentor in sharing his knowledge and ideas to provide education to staff and the community in all areas of occupational therapy. Joe forms genuine connections with students, families, and co-workers. He holds high expectations for staff working with students and motivates them to be their best selves. Joe has countless times emphasized the importance of teachers and staff learning about sensory processing, motor development, and the role of occupational therapy in the educational setting during the many trainings he so willingly provided. He has given his time, his knowledge, his patience and kindness above and beyond the boundaries of the job. Joe has been a role model and someone to emulate, exhibiting the care and work ethic he has displayed during his 40 years of providing excellent services for the county; and,

Whereas, Joseph will take pleasure in spending more time with his wife Cheri who is a school nurse for Atwater Elementary District, they have 3 children and 2 grandchildren. Matthew (son) is a mechanical engineer with a Ph.D. from Stanford, Rebecca (daughter) has a master's degree in special education from Berkeley and has 2 children ages 3 and 1. Aaron (son) has a B.S. in Chemistry from UC Merced; and,

Whereas, after retirement, Joseph plans to focus on spending more time with family and friends and do some traveling; and,

Now, Therefore Be it Resolved, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Joseph for his dedicated years of service to ensure "Every Student A Success" and "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

Adopted June 17, 2024

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

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-19
Honoring
Barbara Troutman

Whereas, Barbara Troutman has elected to retire from her position as an Occupational Therapist in the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Barbara's 6 years of service with the Merced County Office of Education; and,

Whereas, Barbara began her employment with the Merced County Office of Education (MCOE) in August 2018 until June 2024, for a total of 6 years with MCOE; and,

Whereas, Barbara's previous employment working with the Madera County Office of Education brings her to a total of 26 years served in education; and,

Whereas, Barbara obtained a BS in Occupational Therapy and a BS in Speech Pathology; and,

Whereas, Barbara is/has been a member of the Californian Board of Occupational Therapy, the North Carolina Board of Occupational Therapy, and the American Board of Occupational Therapy; and,

Whereas, Barbara brings her positive energy and enthusiasm to any environment she is in. Her workspace was always full of inspirational quotes and collectibles that all had a story. She is friendly, approachable, and fun, which was an asset to her work as an occupational therapist working with students. Barbara would be more excited than the students for "dress up" weeks and would go all out on her themed attire for the day; and,

Whereas, Barbara will take pleasure in spending more time with her children and grandchildren in North Carolina; and,

Whereas, after retirement, Barbara plans to move back to North Carolina to be with family and she plans to work part-time in music working with children; and,

Now, Therefore Be it Resolved, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Barbara for her dedicated years of service to ensure "Every Student A Success" and "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

Adopted June 17, 2024

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

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-20
Honoring
Leticia Limon

Whereas, Leticia Limon has elected to retire from her position as an Instructional Support Associate- English Learner in the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Leticia's 1 ½ years of service with the Merced County Office of Education (December 2022 – June 2024); and,

Whereas, Leticia's previous employment as an English Learner Assistant at Dos Palos Elementary brings her to a total of 29 years served in education; and,

Whereas, Leticia earned an Associate of Arts in Administration of Justice; and,

Whereas, Leticia came to her current position, Instructional Support Associate-English Learner (ISA-EL), with many years of experience assessing and working with EL students at Dos Palos Elementary. Although this experience was a huge asset in her current position, she had little experience working with students with disabilities, yet very quickly she adapted to her new role. Leticia is responsible for assessing EL students and completing any task associated with this student population. Leticia assesses over 250 English Learner students on an annual basis! Leticia works tirelessly to ensure that all students are assessed within the mandated timeline. She is very diligent in ensuring her work is accurate and thorough. Leticia is a team player and treats others with respect. She is very positive and patient in her interactions with students, teachers, parents, and administrators. She is always willing to jump in and assist parents or anyone that comes into the office when needed. Leticia is liked by her co-workers and administrators for her positive attitude and diligent work ethic. Leticia always comes with a smile to work. She is highly motivated to do a great job in her position. During her short time at MCOE, Leticia has done an amazing job in ensuring the EL students are assessed within the timeline and ensures the EL files are in compliance. Leticia will be missed, and all of her efforts and dedication to the EL students and their families are appreciated. Her co-workers wish her well in her next journey in life; and,

Whereas, Leticia will take pleasure in spending more time with her husband, daughter, and son; and,

Whereas, after retirement, Leticia will be busy starting a small business, spending time with her family, and taking care of her mother; and,

Now, Therefore Be it Resolved, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Leticia for her dedicated years of service to ensure "Every Student A Success" and "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

Adopted June 17, 2024

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

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-21
Honoring
Jeannie Flores

Whereas, Jeannie Flores has elected to retire from her position as an Administrative Secretary in the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Jeannie's 24 years of service with the Merced County Office of Education; and,

Whereas, Jeannie began her employment with the Merced County Office of Education (MCOE) in August 2000 until June 2024, for a total of 24 years with MCOE; and,

Whereas, from the moment Jeannie joined our organization, her warmth, positivity, and unwavering kindness were evident. She brought not only her expertise and dedication but also a genuine sweetness that brightened our workplace every single day. Her positive attitude was infectious, making even the most challenging days a little brighter and a lot more manageable. Jeannie's tireless commitment and passion for her work have been an inspiration to us all. Throughout her tenure, she has exemplified what it means to be a dedicated and compassionate professional. Her attention to detail, willingness to go the extra mile, and genuine care for her colleagues has set a standard for all of us to follow. Her contributions have not only helped our organization thrive but have also promoted a workplace culture built on mutual respect and kindness. As Jeannie embarks on this new chapter of her life, we want her to know how deeply she will be missed. Her presence has made a lasting impact, and her legacy of positivity, kindness and attention to detail will continue to inspire us long after she's moved on to new adventures. We are excited for her as she enters this well-deserved time of relaxation and exploration, and we hope she finds joy and fulfillment in all that she does; and,

Whereas, Jeannie will take pleasure in spending more time with her husband and three children: Jesse Flores (son) is a Special Education teacher with MCOE, Paul Flores (son), Assistant Engineer with City of Merced, and Angelica Flores-Saetern (daughter) is a homemaker, also her 6 beautiful grandchildren; and,

Whereas, after retirement, Jeannie plans to spend more time with her grandchildren and travel with her husband; and,

Now, Therefore Be it Resolved, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Jeannie for her dedicated years of service to ensure "Every Student A Success" and "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

Adopted June 17, 2024

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

Merced County Board of Education

Superintendent's and Board Members Report



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

Merced COE - Local Indicators by Priority

Priority	Local Indicator	Changes from Previous Year/Informational Report
Priority 1	Basic Conditions	<ul style="list-style-type: none"> 36.7% clear teaching credentials; 100% maintained for student material access; 3 deficiencies in school facilities (2 Juv Hall, 1 VCS Merced)
Priority 2	Implementation of State Academic Standards	<ul style="list-style-type: none"> All academic areas (English Language Arts, English Language Development, Mathematics, Next Generation Science Standards, History-Social Science) maintained a 3 or 4 rating level (5 point scale) in the areas of: providing professional learning, providing instructional materials, and implementing policies or programs to support staff. Career Technical Education, Health Education, Physical Education, Visual & Performing Arts, and World Language also maintained ratings of 3 and 4. Rated 3 and 4 in identifying and providing professional development to staff
Priority 3	Parent Involvement/Engagement	<ul style="list-style-type: none"> <u>Building Relationships</u> - the schools promptly reply 91% (-2%), truly care for students 94% (+1%), and create a welcoming environment 89% <u>Building Partnerships for Student Outcomes</u> - the schools support families in advocating for their children 86% (-7%), promote academic success for all 85% (-8%), provide information and resources 86% (-7%) <u>Seeking Input for Decision Making</u> - the schools provide opportunities to engage families in advisory groups and decision making 86% and promotes parent input on policies and programs 81% (-5%)
Priority 6	Student Local Climate Survey	<ul style="list-style-type: none"> believe being prepared for high school, college, and work is important 87% (-3%) expect to have a good day in school 86% feel safe on campus or online 95% (+4%) having at least one school friend to talk to during a difficult day 65% when feeling upset, frustrated, or angry, having an adult at school to talk to 75% (+6%)
Priority 7	Access to a Broad Course of Study	<ul style="list-style-type: none"> Course materials are Board approved, meet H/S requirements, and offer Career Technical Education Individual Learning Plans are developed with short and long term goals for each student 1:1 devices for increased access to online curriculum implemented
Priority 9 COE only	Coord. of Services for Expelled Students	<ul style="list-style-type: none"> Triennial Plan (July 2024- June 2027) - coordinate and collaborate with school districts within the county on policy development and continuum of services
Priority 10 COE only	Coord. of Services for Foster Youth	<ul style="list-style-type: none"> Full implementation in providing direct educational services for foster youth Full implementation and sustainability in transition services of post-secondary opportunities



MSCS - Local Indicators by Priority

Priority	Local Indicator	Changes from Previous Year/Informational Report
Priority 1	Basic Conditions	<ul style="list-style-type: none"> 36.7% clear teaching credentials; 100% maintained for student material access; 0 deficiencies in school facilities
Priority 2	Implementation of State Academic Standards	<ul style="list-style-type: none"> All academic areas (English Language Arts, English Language Development, Mathematics, Next Generation Science Standards, History-Social Science) maintained a 3 or 4 rating level (5 point scale) in the areas of: providing professional learning, providing instructional materials, and implementing policies or programs to support staff. Career Technical Education, Health Education, Physical Education, Visual & Performing Arts, and World Language also maintained ratings of 3 and 4. All 4 ratings in identifying and providing professional development to staff
Priority 3	Parent Engagement	<ul style="list-style-type: none"> <u>Building Relationships</u> - the school promptly replies 92% (+2%), truly cares for students 100% (+4%), and feel safe on campus (97%) <u>Building Partnerships for Student Outcomes</u> - the school supports families in advocating for their children 95% (+6%), promotes academic success for all 100% (+10%), provides information and resources 92% (+12%) <u>Seeking Input for Decision Making</u> - the school provides opportunities to engage families in advisory groups and decision making 87% (-2%) and promotes parent input on policies and programs 87% (+10%)
Priority 6	Student Local Climate Survey	<ul style="list-style-type: none"> feel safe in school 99% feel supported by school staff 93% (-1%) feel staff truly care for me 95% (-3%) when I feel upset.....there is someone I can talk to 76% (-2%) have at least one school friend who I can talk to when I am having a difficult day 63% (-3%) Overall, 87% of student responses positively rated the school in all areas
Priority 7	Access to a Broad Course of Study	<ul style="list-style-type: none"> Courses materials are Board approved, meet H/S requirements, and offer Career Technical Education Individual Learning Plans are developed with short and long term goals for each student High school students develop a four year plan to ensure on track for graduation 1:1 devices with WIFI for increased access to online curriculum implemented High school students have access to dual and concurrent enrollment college courses



CBCS - Local Indicators by Priority

Priority	Local Indicator	Changes from Previous Year/Informational Report
Priority 1	Basic Conditions	<ul style="list-style-type: none"> 25% clear teaching credentials; 100% maintained for student material access; 0 deficiencies in school facilities
Priority 2	Implementation of State Academic Standards	<ul style="list-style-type: none"> All academic areas (English Language Arts, English Language Development, Mathematics, Next Generation Science Standards, History-Social Science) maintained a 4 rating level (5 point scale) in the areas of: providing professional learning, providing instructional materials, and implementing policies or programs to support staff. Career Technical Education, Health Education, Physical Education, Visual & Performing Arts, and World Language also maintained ratings of 3 and 4. All 4 ratings in identifying and providing professional development to staff
Priority 3	Parent Engagement	<ul style="list-style-type: none"> CBCS serves adult students who often have families of their own including parents, children, and other family members. Parent outreach is focused on engaging the student's families in the school environment. The school plans to incorporate more activities in the next school year.
Priority 6	Student Local Climate Survey	<ul style="list-style-type: none"> I feel safe in school. = 100% (+2%) I feel supported by school staff. = 92% (-4%) I feel staff truly care for me. = 100% (+2%) When I feel upset.....there is someone I can talk to. = 85% (-8%) Overall, 87% of student responses positively rated the school in all areas
Priority 7	Access to a Broad Course of Study	<ul style="list-style-type: none"> Courses materials are Board approved and meet H/S requirements Individual Learning Plans are developed with short and long term goals for each student and reviewed monthly 1:1 devices with WIFI for increased access to online curriculum implemented



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

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021/2022	19.5	36.7%	33.8%	5.1%	3.1%	21.4%	0.00%	0.00%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	3

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

- Optional Narrative (Limited to 1,500 characters)
6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	3

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

In Building Relationships, we maintained our strength in developing the capacity of staff and engaging in two-way communication between families and school staff using understandable language. The focus of our LEA will continue to be building relationships between our staff and students and families this year and it has been recognized by these educational partners. In our family survey, 89% of respondents stated that the schools create a welcome environment.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our goal is to build up to all level fives in this section. We decreased one level in the area of creating a welcoming environment for our families due to feedback at one Valley site. This site has recently changed Leadership and is re-establishing a positive school culture. We also decreased one level in supporting staff to learn about family's strengths, cultures, languages, and goals for their children. We will continue our work in the other areas so the efforts are reflected when we obtain education partner feedback.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

For the next school year, our schools will improve the engagement of underrepresented families by communicating effectively and often with families, inviting families to school events, meetings, and committees, and providing ways families can support their child's learning at home. We will continue to improve in the area of ensuring each and every family feels welcome upon arrival at our school campuses and in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children by rebuilding relationships as students return to another year of full-time in-person learning. With the addition of vice principals at two of our school sites we will have more support to conduct family outreach. We will also have two family liaisons reaching out to our Valley families to conduct parent workshops and keep them informed of all services available.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4

Practices	Rating Scale Number
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

In Building Partnerships for Student Outcomes, ratings are reflected in the surveys from staff and families. The LEA's current strengths due to maintaining our rating of level 4 - full implementation were: providing professional learning and support to teachers and principals to improve the school's capacity, providing families with information and resources to support student learning and development in the home, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved outcomes, and supporting families to understand and exercise their legal rights and advocate for their students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Since all four areas have maintained level four from the feedback of our educational partners, then we would like to focus on providing families with information and resources to support student learning and development in the home in order to improve the responses to a level five next year. In our local survey conducted with our families, one of the top areas identified as families wanting more information about is the programs our students use at school to complete their coursework.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

In the area of providing families with information and resources to support student learning and development in the home, our schools will conduct training for parents during enrollment orientation. We will also continue to offer parent education workshops throughout the year. At these orientations and workshops families will learn how to access and navigate the programs their child uses and be better equipped to support their child's learning in those programs from home. We plan to provide more parent work shops with two family liaisons and two vice principals who will be added this year.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

For Seeking Input for Decision Making, we maintained at 4-Full Implementation for all four areas - building the capacity of and supporting principals and staff and families to effectively engage families in advisory groups and with decision-making, providing families with opportunities to provide input on policies and programs, and in working together to plan, design, and implement family engagement activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

One area the schools would like to continue to focus on is in building the capacity and supporting family members to effectively engage in advisory groups and decision-making. School sites do encourage our families to participate in surveys and meetings held virtually and on campus to provide their voice. We desire to increase the number of respondents participating in committees and school events.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA provides all families with opportunities to provide input on policies and programs through School Site Councils and English Learner Advisory Committees. School staff will be provided support to decrease barriers for families to increase their engagement. Meetings will be held in person next year and virtually to meet the needs of our families and increase participation. Sometimes just having a virtual option might create a barrier for some families to participate if they do not have a device to use. We will take advantage of school events to share important school information in how family's can share their voice about how the school is doing.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The LEA administered the annual school climate student survey in the spring of 2024. The survey provides a measure of perceptions of school safety, preparedness, and connectedness. Of the 165 surveys received, the highest ratings were:

- +students feel safe on campus and/or in their online learning classroom (95% - an increase of 4%)
- +students believe that being prepared for high school, college and the world of work is important (87% - a decrease of 3%)
- +students usually expect to have a good day in school (86% - remained the same)

The lowest positive ratings were:

- +having at least one school friend to talk to during a difficult day (65% - remained the same)
- +when feeling upset, frustrated, or angry, having an adult at school to talk to (75% - increased 6% from the previous year)

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of the data demonstrates that students need to continue to receive wrap-around support in academics, behavior, and socio-emotional and physical wellness. Students are beginning to connect again and build peer and staff relationships. These relationships need to be developed deeper as we have several students who voice that there is not an adult at school they feel they can talk to when they feel upset, frustrated, or angry. We want each and every student to feel that they can go to at least one adult on campus. For our lowest-rated questions listed above, there was an increase in positive responses from the previous year which effectively shows we are moving in the right direction.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will continue to employ youth engagement specialists to work with students in engaging in school and motivating them to attend every day by building positive relationships and incentivizing them. We had an increase of field trips offered this school year. This coming school year, there will be increased extracurricular opportunities during and after school for school engagement, which involves collaboration with community agencies. Also, the school sites will continue in their work in the Positive Behavioral Intervention and Support (PBIS) system to educate students on expected behaviors in school to increase the effectiveness of discipline practices and learn strategies as an alternative to suspension. This system focuses on and rewards positive behaviors and helps build a stronger school climate. Our Leadership team and staff at the school sites will continue to develop our Multi-Tiered System of Support this next year to continue identifying the needs of our students and implement proper support. Next year we will add vice principals at two school sites to assist in providing support to our students and reinforcing a positive climate.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services, developed and provided to unduplicated students and individuals with exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

Courses with Board Approved Instructional Materials

Courses that provide students with opportunities to meet high school graduation requirements

Courses in Career Technical Education

Each student meets with a school academic counselor to develop an Individual Learning Plan (ILP) that includes both short- and long-term goals around education, career, behavior, and support opportunities. The ILP and master schedule are the local measures to ensure students have access to a broad course of study. Quarterly progress reviews of the goals on the ILP are conducted by counselors and teachers with students. During these reviews, counselors, teachers, and students identify any barriers that may exist to accessing courses. Interventions and support are provided for students to access courses as needed. All of our core and elective courses meet A-G criteria so our graduates will be CSU/UC college-ready if they choose that path upon graduation.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

There are no differences to access to a broad course of study across the school sites and among the student groups within the LEA. Just like our students who attend school on a daily basis, our students on Independent Study have Individual Learning Plans and transcript reviews with their counselors and teachers to ensure their enrollment in a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers at this time in providing access to a broad course of study to all of our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study for all students our LEA has implemented CTE course accessibility to our Independent Study students. We will continue to expand CTE offerings for students in our Juvenile Court School and Valley Merced Community School by adding another CTE teacher next year. To ensure access to a broad course of study for all students in a 21st-century learning environment, our LEA has implemented 1:1 technology devices to access the school's online curriculum, as well as access to online resources. To better support our Independent Study students in the home learning environment, additional purchases of WiFi devices will allow access at home, so students may maintain connectivity to the Internet even when not on school grounds. Support classes were also offered to all identified students including those on independent study and will be offered specifically for our English Learners and long Term English Learners next year. We will continue with our supplemental intervention program for students in all of our programs which connects to the results of their benchmark assessments and progress monitoring to provide support in the areas of reading and math at their instructional levels.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					5

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				4	

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

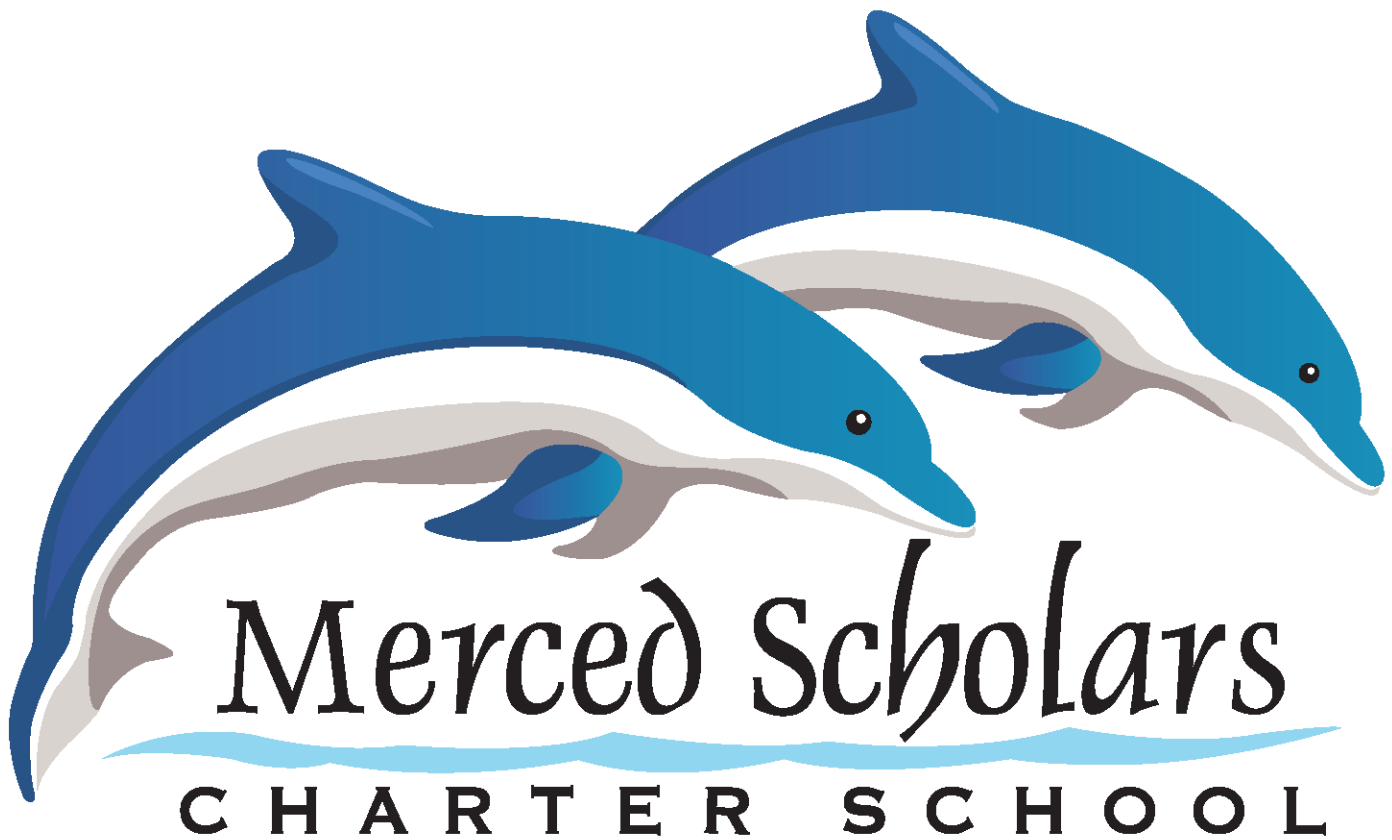
Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.				4	

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	



2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021/2022	11.8	17.7%	53.6%	0.0%	25.3%	3.0%	0.4%	0.00%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The strength of the MSCS program continues to be the welcoming environment it has created for students and their families. The core of the personalized learning program offered by MSCS lies in the development of a collaborative and positive relationship among staff, students, parents, and families. With the addition of the DLI, the school is now expanding its safe and welcoming environment to a classroom-based program. The ability to provide support to Spanish-speaking and Hmong-speaking, families is another strength of the program. MSCS is able to support the language and culture of these specific families. The use of programs like Parent Square and school email allows students and their families to engage in two-way communication effectively.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Regular and effective school to home communication continues to be an area of growth. While this area has improved from the previous year, families and staff did note they would appreciate more efficient communication from the school. Efficient is in regards to the time it takes for administration or the school to contact or follow up with families. Faster response times would be appreciated by our educational partners. This has been a continued challenge with the growth of the school. However, through the use of more social media platforms and more opportunities for family engagement on site, MSCS will expect to see improvement in this area.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

An area for additional improvement will focus on continuing to develop staff knowledge on the multitude of backgrounds that students bring to the learning environment, especially with English learners, foster youth, and low-income students. MSCS will continue to provide professional development to staff on improving their abilities to work with students of various backgrounds. Additional support and outreach from the school's social/emotional (SEL) team will help to provide families the needed resources to best support their child(ren). The SEL team not only provides social and emotional support, but also can find resources and community services to support the family's basic needs. This team will help to improve engagement with our underrepresented families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents are an integral part of the school program. Parents work closely with teaching staff to ensure students are completing their assignments, attending school regularly, and progressing in their academics. Parents are encouraged to participate in the program, especially for the personalized learning program, where parents can better support students with their learning in the home. However, both the dual language program and nonclassroom-based program regularly encourages parents to reach out to the school on how to best support their child in their education academically and social/emotionally. Additional staff such as the school counselor, instructional support assistants, and the youth engagement specialist all work at providing those strong relationships and supports to improve student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area of improvement continues to be the amount of parent participation and its variance from family to family. The school provides in person and some virtual opportunities for students and families to engage with the school. Still, active participation is low and inconsistent. While MSCS continues to see improvement in this area, more work is needed to ensure all families work with staff to focus our commitments to the academic and emotional growth of students. MSCS must also work at providing parent workshops and training on a more consistent basis, especially on how to support students with their learning at home. The school is already revamped its orientation process for families and will increase the number of workshops to support families. Our families identify their work schedules as the main reason as to why they are unable to participate in school activities or meetings. The school will continue to research the best times to offer school events and experiences to best fit our families' schedules.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

For underrepresented families, the school must look at workshops tailored to the specific subpopulations and focused on their needs. One such area is the training and support for non-English speaking families. This now includes those families in the dual language immersion program. It can be difficult for non-English speaking families to support their child with the content that is being covered in their child's classes. However, the families can support the child in other ways. It is up to the school to provide those supports to the parents. With the addition of family liaisons, the school plans to reach out provide workshops to educate underrepresented families on the educational systems and the options for the families. By doing so, the school hopes to improve the outcomes for not just the student, but also the family as a whole.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSCS continues to provide opportunities for parents and students to participate in the decision-making process for the school. This is done through the school's Advisory Board/School Site Council group. Families are encouraged to participate as members, but if they prefer not to be a member, they can still attend and provide input during the quarterly board meetings. In addition, through the LCAP (including SPSA) and WASC processes, families can provide feedback and suggestions multiple times per year. For the 2023-24 school year, the school added an additional sub-advisory group to its dual language program so that parents can provide input to the specific needs of that program. In total, MSCS is proud of the different avenues available for parents to participate in providing input into the school program.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While the school encourages participation from all educational partners, it can be difficult to get participants to serve on the group for the full year or attend each quarterly meeting. While part of this is the lack of interest from some, other families have noted the lack of communication on the meeting dates. The school will utilize its social media platforms and website to better communicate when these meetings will occur. The school continues to work on better engagement, including better support of the process from school administration. Another way the school is looking at improving engagement is to provide a virtual option for those to watch the meetings if they cannot attend in person. This will provide another option for the educational partners to be involved in this process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Greater representation in the decision-making process is always desired from our families, especially the underrepresented families. MSCS strives to give a voice to all students and their families. The school must do more outreach to engage our non-English speaking families and find better ways to include families who cannot participate in school meetings during the school day. The school has hired family liaisons to do more outreach and engagement with our underrepresented families. The liaisons, one fluent in Hmong and the other in Spanish will continue to provide workshops and opportunities for such families to participate in the school and provide their feedback on how the school can best support their child(ren), during the most convenient time for our families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSCS annually administers a school climate student survey twice per year, once per semester. The survey provides a measure of student perceptions of school climate in regards to safety, connectedness, and academic motivation and opportunities. The school climate survey was administered in the fall of 2023 and the spring of 2024. The following data is from the spring 2024 surveys. Overall, 87% of the 105 student responses positively rated the school in a variety of areas related to school climate – an increase of 1% from the previous year.

The four main areas of measure,

- +students feeling safe in school (in person or virtually) (99% - remained the same from the previous year),
- +feeling supported by school staff (93% - decreased 1%),
- +believing teachers and staff truly care about them (95% - decreased 3%), and
- +having an available adult at school to talk to when feeling upset or frustrated (76% - decreased 2%).

The results of the other areas of the surveys were as follows:

- +the importance of being prepared for college and career (93% - increased 2%),
- +looking forward to participating in school (87% - dropped 2%),
- +trusting their ability to solve difficult problems (85% = increased 1%), and
- +expecting to have a good day when doing schoolwork (91% - increased 8%).

All these areas showed positive results. However, an area still of concern is students having at least one school friend they can talk to when having a difficult day (63%). This area continues to have the lowest rating of all school climate ratings and decreased by 3% from the previous year. MSCS continues to work on improving this measure each year.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, the relationships that staff have built and continue to develop with students reflect in the student's positive view of the school. Despite the large amount of growth experienced by the school and the addition of an entirely new program, the school's positive climate continues to be a strength. The relationship-building and positive interaction between staff, students, and families continues to be a strength, but also a focus of the school. MSCS continues to seek improvement in this area. An area that is a challenge, but an area of growth for the school as well is in addressing students' emotional health and well-being. The spring survey continues to highlight a major area of concern with students having at least one school friend who they can talk to when having a difficult day. Only 63% of students stated that they had at least one school friend they could reach out to. Yet, this is an improvement over the previous year. Further, the measure of having an available adult at school to talk to when feeling upset or frustrated was only 76%, but this is still higher than the state or national average. The importance of addressing the needs of the whole student is why MSCS continues to place high importance on this area of student development.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The school has implemented several supports to address the identified area of concern as well as continuing to improve the overall school climate. The school continues to provide professional development to staff on how to support the needs of the whole child. With the help of our counseling staff, including the youth engagement specialist, the school works as a collaborative team to best support students with not just their academic needs, but their social/emotional (SEL) well-being. The addition of family liaisons will help to provide families more support in this area as well in the form of workshops and on-site meetings. Families will continue to work with the school on how to best support their child(ren). In 2023-24, MSCS provided additional enrichment activities to encourage students to participate in activities at the school. Further, to support students in their academics, the school provided on-site support classes for students to get more instruction from a credentialed teacher. The addition of the dual language program has also provided our younger students with more opportunities to participate in school events. In the 2024-25 school year, the school plans to refine and continue with some current offerings while expanding and adding others. This way, students from TK12 in each program will have the opportunity for more engagement at the school site. For the high school, preparing students for postsecondary options continues to be a priority. The school continually provides students opportunities to set goals, plan, and develop career and life skills and has revamped the graduation requirements to better prepare students. Further, the school's elementary programs (nonclassroom-based and dual language immersion) will continue to work at preparing students for not just the community environment, but the global environment as well. Through a collaborative effort and continued professional development, the school will ensure the support the needs of the whole child and their families. Our school grows every year with enrollment and we will start the 2024/25 school year with more students than previous years.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSCS annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

- Courses with Board Approved Instructional Materials
- Courses that provide students with opportunities to meet high school graduation requirements
- Courses in Career Technical Education

In the elementary program, each student meets with their teacher to develop an Individual Learning Plan (ILP) that includes both short- and long-term goals around education, career, and support opportunities. In middle and high school, students will meet with the school counselor to create an Individual Learning Plan, ILP. The ILP is the local measure to ensure students have access to a broad course of study. Further, high school students also develop a four-year plan to ensure they are on track and enrolled in the courses of study necessary to complete high school.

Progress reviews of the goals of the ILP are conducted by counselors and teachers with students three times per school year (Initial, Mid-Year, and End of Year). During these reviews, counselors, teachers, and students identify any barriers that may exist for accessing courses. Intervention programs and support are provided for students to

access courses as needed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

There are no differences of access to a broad course of study among the student groups. (Note: As a charter school, MSCS is essentially a single site LEA, so there is no need to address access across multiple school sites.) The ILP for all students (and the four-year plan for high school students) is the same for students of all backgrounds. Students who enroll in the school are provided the same curriculum and courses as that of their peers in the corresponding grades. Any changes made to the curriculum and courses are based on specific data driven factors. For all students, this would include quarterly review of grades, assessment data, teacher input, and parent input. Further, for high school students, a transcript review by the counselor would consider credits attained and needed in order to graduate. All of this information is reviewed three times per year by the counselor and administration, so that students are in the proper courses of study to ensure academic progress and completion.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers at this time in providing access to a broad course of study to all of our students. All students are provided with the necessary curriculum, instruction, and materials to support them in accessing a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study for all students in a 21st century learning environment, MSCS has implemented 1:1 technology devices for all students. Through the use of the 1:1 devices, students are able to access the school's online curriculum, as well as have access to online resources to better support the student in the home learning environment. Additional purchases of WiFi devices will allow students to have access at home, so they may maintain connectivity to the Internet even when not on school grounds.



2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021/2022	4.0	25%	75%	0.0%	0.0%	0.0%	0.0%	0.0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards			3			
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Educational partners continue to identify the staff and the relationships they build with students as a continued strength of the program. Students repeatedly speak of their relationship with their teachers as the main reason for their success. Still, CBCS knows that the success of our students is dependent on a collaborative effort with all educational partners. As an adult program, family engagement is emphasized rather than parental engagement. Family may include the student, mother, father, siblings, wife, children, or even in-laws. Family support for the student is highly encouraged as the school understands that the success of students is based on the support of all the student's relationships. At the core of this belief is the welcoming learning environment in which students and their families can feel safe and comfortable. The school focuses on the continual development of positive relationships among staff, students, and their families. 100% of our adult students stated they feel that the teachers and staff truly care for them and 100% responded that they feel safe on campus and in their classroom.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Two areas of improvement continue to focus on improving communication between the school and families, providing teachers with tools and strategies to support adult learners, and developing relationships among students with support classes. While two-way communication was identified as a strength, the effectiveness of such communication for all students continues to be a challenge. CBCS students continue to have barriers to completing their education. Unstable or inconsistent living situations, the lack of reliable phone service, the lack of transportation, or the lack of connectivity to the Internet continue to be barriers for some students. While the school helps with transportation and connectivity, some students still struggle with regular communication. Further, because adults have different needs than those of typical K-12 students, CBCS must provide staff the tools to support adult students from a multitude of backgrounds while building their capacity in decision-making and problem-solving. Finally, the school will redo its website and add social media platforms to improve communication.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement with underrepresented families, CBCS plans to do more outreach from other personnel such as the school counselor and campus supervisors to see how the school can support students and their families. The greater use of home visits for underrepresented families is planned. Further, more effective relationships with community agencies is being sought. Working with programs like Empower, Phoenix, or Worknet can ensure students have the necessary support and encouragement to achieve their high school diploma followed by job training or college. New personnel have also been hired to provide bilingual support to Spanish-speaking families for students still considered English Learners. The school will use its CSI funding to hire student workers to support students in homework help and tutoring for their classes.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

As an independent study program, students work closely with teaching staff to ensure students are progressing both academically and in their career technical skills. To support students with maintaining a job or family commitments, CBCS staff provides flexible scheduling to allow students to work around these commitments. While the school allows a great deal of flexibility, students are still held to high expectations and time commitments when it comes to work completion and attendance. This is achieved by the relationship and partnership set up by the staff and students. The school orientation process also allows for students and their families to know policies and expectations of the school and how all partners can best work together. Further, teachers are provided regular professional development to help support improving student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area of improvement is centered around the providing of information and resources to families to support the student’s learning at home. Family support varies from student to student. For students with children, this can be especially challenging when trying to finish their education and supporting their children. CBCS is looking at different ways to support families through additional workshops and partnerships with community agencies. The school will collaborate more with its sister programs to utilize personnel from these programs to support CBCS students, including the offering of babysitting so students can attend class and complete assignments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school has brought on additional personnel to help with improving student outcomes, especially for the underrepresented populations. An instructional support assistant will provide additional weekly support for English learners and students with IEPs to support the needs of these specific populations. This instructional support assistant will also help students with tutoring either through this specific staff member or with other tutors provided

through other MCOE programs. This process will ensure the support and tracking of students who need the additional help and that underrepresented students are receiving the added supports they need.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

CBCS students and their families have the opportunity to be a part of the decision making process by participating in the school’s Advisory Board. The Advisory Board is made up of staff, district personnel, students, and community members that provide input into school policies, curriculum, and school activities. Students and their families can choose to be an active member on the board or merely attend meetings to stay abreast of any changes or updates to the school program. Staff are able to provide input and feedback during regular staff meetings. During staff meetings, all aspects of the school program including curriculum, instruction, and student supports are discussed.

CBCS advisory meetings will incorporate a process for planning, designing, implementing, and evaluating family engagement activities at the school. By incorporating family input and formalizing the process, CBCS will help ensure students and their families are participating in activities that will help them improve.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

An area of improvement is for the school to hold Advisory Board meetings more often. Also, the school must encourage more participation from students and their families in Advisory Board meetings. Student staff meetings must also be held on a more regular basis. As the program continues to grow throughout the county, staff meetings and advisory meetings may be held in person with a virtual option for those who cannot attend but would like to watch. The school is looking to provide hybrid meetings to provide the greatest flexibility and participation in the school's decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As part of improving the decision making process, the school will look at ways to support input from all of the educational partners. The school plans to seek more input and follow up through additional educational partner meetings. Such meetings are in addition to the Advisory Board and staff meetings. Such meetings may focus on the school's underrepresented families and community partners to help the school determine how to best support its special populations.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

CBCS annually administers a school climate student survey twice per year, once per semester. The survey provides a measure of student perceptions of school climate in regards to safety, connectedness, and academic motivation and opportunities. The school climate survey was administered in the fall of 2023 and the spring of 2024. The following data is from the spring 2023 surveys. Overall, 91.11% of the student responses positively rated the school in a variety of areas related to school climate. The four main areas of measure, as noted as a metric for Goal 1 of the LCAP:

- + students feeling safe in school (in person or virtually) (100% - an increase of 2%),
- +feeling supported by school staff (92% - a decrease of 4%),
- +believing teachers and staff truly care about them (100% - an increase of 2%), and
- +having an available adult at school to talk to when feeling upset or frustrated (85% - a decrease of 6%)

The results of the other areas of the surveys were as follows:

- +the importance of being prepared for college and career (92% - a decrease of 1%),
- +looking forward to participating in school (92% - a decrease of 4%),
- +trusting their ability to solve difficult problems (85% - a decrease of 6%), and
- +expecting to have a good day when doing schoolwork (92% - a decrease of 1%).

All these areas are rated positively overall. The only area showing a much lower positive rating is in the area of having at least one school friend they can talk to when having a difficult day (46%). This area is and continues to have the lowest rating of all school climate ratings.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, students feel very connected with the school. CBCS feels that the majority of students have a connection with the program due to the relationships built between teacher and student. CBCS will continue to focus in this area to maintain the school's positive rating among students. The school wants to maintain ratings of 90% or better, as stated in the metrics for Goal 3 of the LCAP. This maintenance goal of continuing to provide a safe and welcoming learning environment appears to be effective as reflected in the school climate data.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Analysis of the data demonstrates that students will continue to benefit from positive interactions with the staff and the continual promotion of academic success for all students. College and career preparation is still important and providing students opportunities to set goals, plan, and develop career and life skills are essential. CBCS plans to increase opportunities for students to become involved both on and off campus and to provide students more opportunities to work collaboratively. More professional development opportunities will be provided to teachers to better support the learning of adult students. While not reflected in the climate surveys, educational partner feedback shows the need for better supports – academic and basic needs - to improve student outcomes. The school will look at ways to provide greater supports with the funding for these specific actions in the LCAP.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

CBCS annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

- Courses with Board Approved Instructional Materials
- Courses that provide students with opportunities to meet high school graduation requirements
- Courses in Career Technical Education

Each CBCS student meets with their teacher and/or school counselor to develop both short- and long-term goals around education, career, and support opportunities. The plan ensures students have access to a broad course of study.

Progress reviews of the goals on the plan are conducted by teachers, counselors and/or other staff with students on a monthly basis. During these reviews, staff, teachers and students identify any barriers that may exist for accessing courses. Intervention and support are provided for students to access courses as needed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

There are no differences of access to a broad course of study among the student groups. (Note: As a charter school, CBCS is essentially a single site LEA, so there is no need to address access across multiple school sites.) Students who enroll in the school have access to the same curriculum and courses as that of their peers. Students are assigned the curriculum and courses based primarily on student credit deficiencies, student input, and teacher recommendation. Because CBCS students enroll into the program with a varying array of credit deficiencies, teachers regularly review grades, assessment data, and student feedback. All of this information is reviewed on a monthly and quarterly basis by the teacher, counselor, administrator and other agency representatives (i.e., Empower) to ensure students are in the proper courses of study to ensure academic progress and completion.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers at this time in providing access to a broad course of study to all of our students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study for all students in a 21st century learning environment, CBCS has 1:1 technology devices for all students. Through the use of the 1:1 devices, students will be able to access the school's online curriculum, as well as have access to online resources to better support the student in the home learning

environment. Along with the curriculum, the publisher provides a supplemental intervention to address the gaps in learning skills on an individualized basis. Additional purchases of WiFi devices will allow students to have access at home, so they may maintain connectivity to the Internet even when not on school grounds.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE Merced County Office of Education COUNTY OFFICE OF EDUCATION

WITH THE CSEA (856 A & B) BARGAINING UNIT (BU)

Public Disclosure meeting on :	(enter Date)	6/17/2024
Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days)		6/17/2024
Estimated Agreement Payment Date	(enter Date)	May 2024 - retro

GENERAL

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

(Separate disclosures should be made for each bargaining unit agreement)

	# FTE Represented
Certificated: <u>Settled</u>	104.0
Classified: <u>Settled</u>	57.0

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on:	(enter Begin Date)	7/1/2023
and ending on:	(enter End Date)	6/30/2026

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	2023-2024	2024-2025	2025-2026
Reopeners: Yes or NO ?	No	Yes	yes
<i>if Yes, what Areas?</i>	For the 2024-25 & 2025-26 school year, reopener negotiations shall occur over Article 5 (Compensation and Article 6 (Fringe Benefits) and one non-economic article selected by each party.		

COMPENSATION PROVISIONS

Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	\$ 5,071,268.00
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	\$ 5,578,394.80
Total Cost Increase or (Decrease):	\$507,126.80
Percentage Increase or (Decrease):	10.00%

SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR

(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	10.00% per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	11.11% per employee
<u>Step & column</u>	
average % annual change over the prior year schedule	1.60% per employee
TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE	22.71% per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	0
Indicate Total # of Work Days to be provided for fiscal year:	0
Indicate Total # of Instructional Days to be provided for fiscal year:	0

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: *(object 3XXX less 34XX)*

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:	\$ 1,384,388.27
Proposed Costs:	\$ 1,522,827.10
Total Cost Increase or (decrease):	\$138,438.83
Percentage Change:	10.00%

District Health and Welfare Plans - *Object 34XX* (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:	\$ 1,104,460.00
Proposed Costs:	\$ 1,104,460.00
Total Cost Increase or (decrease):	\$0.00
Percentage Change:	0.00%

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

Current Cap:	\$ 6,860.00	
Proposed Cap:	\$ 6,860.00	
Average Capped Amount increase or (decrease) per employee	\$0.00	0.00%

TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES (REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)

Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

Current Year Combined Cost Before Settlement: *(data pulls from above)*

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries	\$ 5,071,268.00	
Benefits	\$ 2,488,848.27	
Total:		\$ 7,560,116.27

Current Year Cost After Settlement: *(data pulls from above)*

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries	\$ 5,578,394.80	
Benefits	\$ 2,627,287.10	
Total:		\$ 8,205,681.90

TOTAL COST INCREASE OR (DECREASE)	\$ 645,565.63
<i>(This amount should tie to the multiyear projection sections for 1XXX-3XXX)</i>	
PERCENTAGE CHANGE	8.54%
1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):	\$ 64,557.00

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

Section 6: The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, **IN DETAIL**, the terms of the agreement covered in each section)

A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).

Described above

B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..

N/A

C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

For the 2024-25 & 2025-26 school year, reopener negotiations shall occur over Article 5 (Compensation and Article 6 (Fringe Benefits) and one non-economic article selected by each party.

Section 7: State Minimum Reserve Standard Calculation:

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*

\$	134,936,374.50
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Minimum State Reserve Percentage *(input %)*

	2%
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Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	2,698,727.49
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FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS

Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5. (Pulls from above Governing Board Date plus 45 days)

6/17/2024

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT #'s:

BT #'s: N/A

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS: The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows (*text pulls into disclosure*):

none

Section 11: FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) (*text pulls into disclosure*):

Federal Head Start COLA of 5.60%, including ongoing savings for enrollment reduction of \$450,000

Section 12: NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. (*text pulls into disclosure*):

1year agreement 10%, plus off the schedule \$3500.00

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. (*text pulls into disclosure*):

Federal Head Start COLA of 5.60%, including ongoing savings for enrollment reduction of \$450,000

CERTIFICATION

To be signed by the **County Superintendent AND Chief Business Official** upon submission to the Governing Board and by **the Board President** upon formal Board action on the proposed agreement.

County Office of Education with a Qualified or Negative Certification : Per Government Code 3540.2, signatures of the County Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the Superintendent at least 10 working days to review and comment.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.

County Superintendent - signature

Monday, June 17, 2024

Date

Chief Business Official - signature

Monday, June 17, 2024

Date

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

 COUNTY OFFICE OF EDUCATION

<i>The public disclosure of the major provisions contained in this Summary of Agreement took place at the COE Governing Board meeting on</i>	
CSEA (856 A & B)	Monday, June 17, 2024 with the
	<i>Bargaining Unit.</i>
	<i>Monday, June 17, 2024</i>
<i>President (or clerk), Governing Board - signature</i>	<i>Date</i>

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE Merced County Office of Education COUNTY OFFICE OF EDUCATION

WITH THE Merced County Teachers Association (MCOTA) BARGAINING UNIT (BU)

Public Disclosure meeting on :	(enter Date)	6/17/2024
Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days)		6/17/2024
Estimated Agreement Payment Date	(enter Date)	

GENERAL

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

(Separate disclosures should be made for each bargaining unit agreement)

	# FTE Represented
Certificated: <u>Settled</u>	232.0
Classified: <u></u>	

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on:	(enter Begin Date)	7/1/2024
and ending on:	(enter End Date)	6/30/2027

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	2024-2025	2025-2026	2026-2027
Reopeners: Yes or NO ?	No	Yes	Yes

if Yes, what Areas?

For the 2025-26 & 2026--27 school year, reopener negotiations shall occur over Article 5 (Compensation and Article 6 (Fringe Benefits) and one non-economic article selected by each party.

COMPENSATION PROVISIONS

Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	\$ 20,349,810.00
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	\$ 21,265,551.45
Total Cost Increase or (Decrease):	\$915,741.45
Percentage Increase or (Decrease):	4.50%

SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR

(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	4.50% per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	0.00% per employee
<u>Step & column</u>	
average % annual change over the prior year schedule	1.60% per employee
TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE	6.10% per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	0
Indicate Total # of Work Days to be provided for fiscal year:	0
Indicate Total # of Instructional Days to be provided for fiscal year:	0

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: *(object 3XXX less 34XX)*

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:	\$ 5,093,190.00
Proposed Costs:	\$ 5,322,326.18
Total Cost Increase or (decrease):	\$229,136.18
Percentage Change:	4.50%

District Health and Welfare Plans - *Object 34XX* (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:	\$ 2,076,900.00
Proposed Costs:	\$ 2,076,900.00
Total Cost Increase or (decrease):	\$0.00
Percentage Change:	0.00%

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

Current Cap:	\$ 12,900.00	
Proposed Cap:	\$ 12,900.00	
Average Capped Amount increase or (decrease) per employee	\$0.00	0.00%

TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES (REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)

Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

Current Year Combined Cost Before Settlement: *(data pulls from above)*

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries	\$ 20,349,810.00	
Benefits	\$ 7,170,090.00	
Total:		\$ 27,519,900.00

Current Year Cost After Settlement: *(data pulls from above)*

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries	\$ 21,265,551.45	
Benefits	\$ 7,399,226.18	
Total:		\$ 28,664,777.63

TOTAL COST INCREASE OR (DECREASE)	\$ 1,144,877.63
<i>(This amount should tie to the multiyear projection sections for 1XXX-3XXX)</i>	
PERCENTAGE CHANGE	4.16%
1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):	\$ 254,430.00

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

Section 6: The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, **IN DETAIL**, the terms of the agreement covered in each section)

A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).

Longevity step added effective January 2025. To qualify for the longevity step, employees must be on step 18 of the salary schedule and have been employed by MCOE for the previous (10) consecutive years.

B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..

Article XE 1 - Credit for full-time experience obtained outside the MCOE shall be granted without limitation on a year-for-year basis.

C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

For the 2025-26 & 2026--27 school year, reopener negotiations shall occur over Article 5 (Compensation and Article 6 (Fringe Benefits) and one non-economic article selected by each party.

Section 7: State Minimum Reserve Standard Calculation:

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*

\$	131,135,122.01
----	----------------

Minimum State Reserve Percentage *(input %)*

	2%
--	----

Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	2,622,702.44
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FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS

Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5. (Pulls from above Governing Board Date plus 45 days)

6/17/2024

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT #'s:

BT #'s: N/A

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS: The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows (*text pulls into disclosure*):

none

Section 11: FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) (*text pulls into disclosure*):

Local Control Funding Formula, AB602 and Migrant funding.

Section 12: NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. (*text pulls into disclosure*):

3.5% COLA added to salary schedule and a 2% longevity step at year 20.

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. (*text pulls into disclosure*):

Local Control Funding Formula, AB602 and Migrant funding.

CERTIFICATION

To be signed by the **County Superintendent AND Chief Business Official** upon submission to the Governing Board and by **the Board President** upon formal Board action on the proposed agreement.

County Office of Education with a Qualified or Negative Certification : Per Government Code 3540.2, signatures of the County Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the Superintendent at least 10 working days to review and comment.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.

County Superintendent - signature

Monday, June 17, 2024

Date

Chief Business Official - signature

Monday, June 17, 2024

Date

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Merced County Office of Education

COUNTY OFFICE OF EDUCATION

The public disclosure of the major provisions contained in this Summary of Agreement

took place at the COE Governing Board meeting on

Monday, June 17, 2024

with the

Merced County Teachers Association (MCOTA)

Bargaining Unit.

Monday, June 17, 2024

President (or clerk), Governing Board - signature

Date

Merced County Board of Education Regular Meeting Schedule July 2024 – June 2025

All meetings are held at 3:00 p.m. in the Board Room unless otherwise noted.

Meeting Date	Description	Deadline for Submitting Agenda Items
July 2024	<i>No Meeting Held *</i>	-----
08/19/2024	3 rd Monday of August	8/12/24
09/16/2024	3 rd Monday of September	9/9/24
10/21/2024	3 rd Monday of October	10/14/24
11/18/2024	3 rd Monday of November	11/11/24
12/16/2024	3 rd Monday of December - Annual Organizational Meeting	12/9/24
01/21/2025	Moved to 3 rd <u>Tuesday</u> of January * <i>(3rd Monday is a holiday)</i>	1/13/25
02/18/2025	Moved to 3 rd <u>Tuesday</u> of February * <i>(3rd Monday is a holiday)</i>	2/10/25
03/17/2025	3 rd Monday of March	3/10/25
04/21/2025	3 rd Monday of April	4/14/25
05/19/2025	3 rd Monday of May	5/12/25
06/9/2025	2 nd Monday of June – Special Meeting <i>for Public Hearing – LCAP Budget</i>	-----
06/16/2025	3 rd Monday of June	6/9/25

Deadline for Submitting Agenda Items: By Noon the Monday Prior

* 3rd Monday of the month except for the month of January, February & June
(due to holidays) [No meeting held in July]

Board Approved: January 16, 2024

2024

MCOE

KICK OFF

SAVE *the* DATE

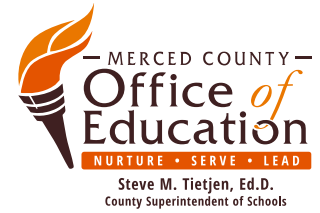
THURSDAY
AUG. 8
2024

8 AM-NOON
MERCED
THEATRE

DOORS OPEN AT 7:30 AM

2024-25

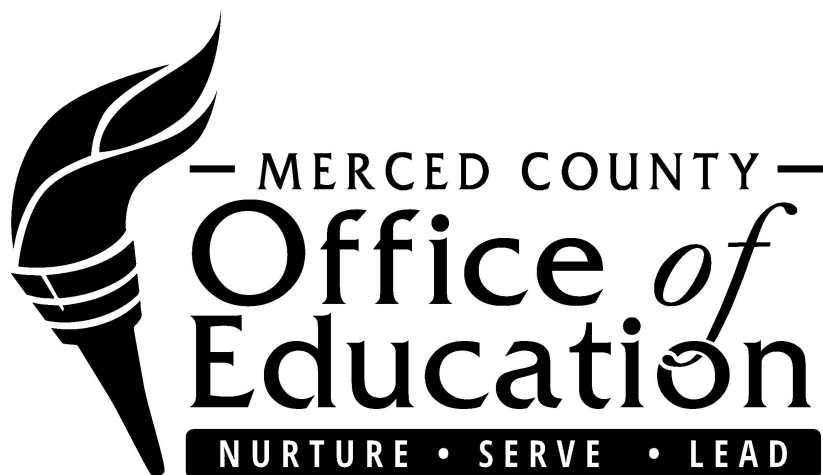
MERCED COUNTY SCHOOLS ACADEMIC CALENDAR



SCHOOL DISTRICTS	OPEN	THANKSGIVING	WINTER BREAK	OTHER NON-INSTRUCTIONAL DAYS	FEBRUARY RECESS	SPRING BREAK	LAST DAY
ATWATER ELEMENTARY	8/4	11/25-29	12/19-1/3		2/17-2/21	4/18	6/3
BALICO-CRESSEY ELEMENTARY	8/18	11/25-29	12/23-1/6	9/3, 1/21, 6/5	2/17-2/21	4/21	6/4
DELHI UNIFIED	8/6	11/25-29	12/16-1/3	9/3, 1/6	2/14 & 2/17	4/18	5/30
DOS PALOS-ORO LOMA JOINT UNIFIED	8/8	11/25-29	12/23-1/10	11/1, 3/14, 4/18	2/10 & 2/17	4/21	6/6
EL NIDO ELEMENTARY	8/8	11/25-29	12/23-1/8	10/14	2/17-21	4/21	6/6
GUSTINE UNIFIED	8/14	11/25-29	12/20-1/3	10/23, 1/6	2/17-23	4/21	6/6
HILMAR UNIFIED	8/15	11/25-29	12/23-1/6	11/1	2/13-18	4/18	6/5
LE GRAND UNION ELEMENTARY	8/8	11/18-22	12/23-1/10	10/7, 11/1	2/17-21	4/21	6/6
LE GRAND UNION HIGH	8/7	11/25-29	12/23-1/10	10/21	2/17-18	4/21	5/30
LIVINGSTON UNION ELEMENTARY	8/13	11/25-29	12/18-1/3	10/11, 3/21	2/14 & 2/17	4/18	6/4
LOS BANOS UNIFIED - ELEMENTARY	8/12	11/25-29	12/23-1/10	5/2	2/10 & 2/17	3/24	6/6
LOS BANOS UNIFIED - JR. HIGH & HIGH SCHOOL	8/12	11/25-29	12/23-1/10	5/2	2/10 & 2/17	3/24	6/6
MCSWAIN UNION ELEMENTARY	8/14	11/25-29	12/23-1/3		2/17-21	4/18	6/4
MERCED CITY ELEMENTARY	8/14	11/25-29	12/19-1/3		2/17-21	4/18	6/5
MERCED COLLEGE	8/12	11/28-29	12/25-1/1		2/14-17	4/19-26	5/23
MERCED RIVER UNION ELEMENTARY	8/14	11/25-29	12/20-1/3		2/17-21	4/18	6/6
MERCED UNION HIGH	8/14	11/25-29	12/20-1/3		2/17-21	4/18	6/5
PLAINSBURG UNION ELEMENTARY	8/15	11/25-29	12/23-1/7		2/17-21	4/18	6/6
PLANADA ELEMENTARY	8/12	11/25-29	12/23-1/10		2/17-21	4/21	6/5
SNELLING-MERCED FALLS UNION ELEMENTARY	8/14	11/25-29	12/19-1/3		2/17-21	4/18	6/5
UNIVERSITY OF CALIFORNIA – MERCED	8/21	11/28-29	12/25-26		2/10 & 2/17	3/24-27	5/16
WEAVER UNION	7/25	11/25-29	12/19-1/3	10/21-11/1	2/17-28	4/18	6/6
WINTON	8/14	11/25-29	12/19-1/3		2/17-21	4/21	6/5
MCOE – SPECIAL EDUCATION		11/23-27	12/17-1/1		2/19-23	3/29	6/7
VALLEY COMMUNITY SCHOOL – ATWATER & MERCED	8/12	11/25-29	12/19-1/3	10/28	2/17-21	4/18	6/4
VALLEY COMMUNITY SCHOOL – LOS BANOS	8/12	11/25-29	12/23-1/3	10/28	2/10-14	4/21	6/6
MERCED SCHOLARS CHARTER SCHOOL	8/12	11/25-29	12/19-1/3	10/28	2/17-21	4/18	6/4
HEAD START	Please visit www.mcoe.org/headstart						

Merced County Board of Education

Business Items for Action



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

2024 - 2025 Local Control & Accountability Plans (LCAP)



The following areas were updated from the **MCOE LCAP** draft submitted at the June 10th Public Hearing.

- Plan Summary: General Information
 - Added an Acronym Key of the most used acronyms within the LCAP for our Educational Partners
- Educational Partner Prompt 2
 - Revised language to provide more detail on the LCAP survey feedback
 - Added in specifics of school climate and English Learner surveys administered this spring
- Goal 1
 - Added Metric 23 - # of students receiving Seal of Biliteracy



The following areas were updated from the **Merced Scholars Charter LCAP** draft submitted at the June 10th Public Hearing.

- Plan Summary: General Information
 - Added an Acronym Key of the most used acronyms within the LCAP for our Educational Partners
- Educational Partner Prompt 2
 - Revised language to provide more detail on LCAP survey feedback
- Goal 1
 - Added Metric 9 - baseline data and desired outcome for an intervention program - Exact Path



The following areas were updated from the **Come Back Charter LCAP** draft submitted at the June 10th Public Hearing.

- Plan Summary: General Information
 - Added an Acronym Key of the most used acronyms within the LCAP for our Educational Partners
- Educational Partner Prompt 2
 - Revised language to provide more detail on LCAP survey feedback



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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced County Office of Education

CDS Code: 24 10249 0000000

School Year: 2024-25

LEA contact information:

Cindy Gentry

Coordinator, Student Programs

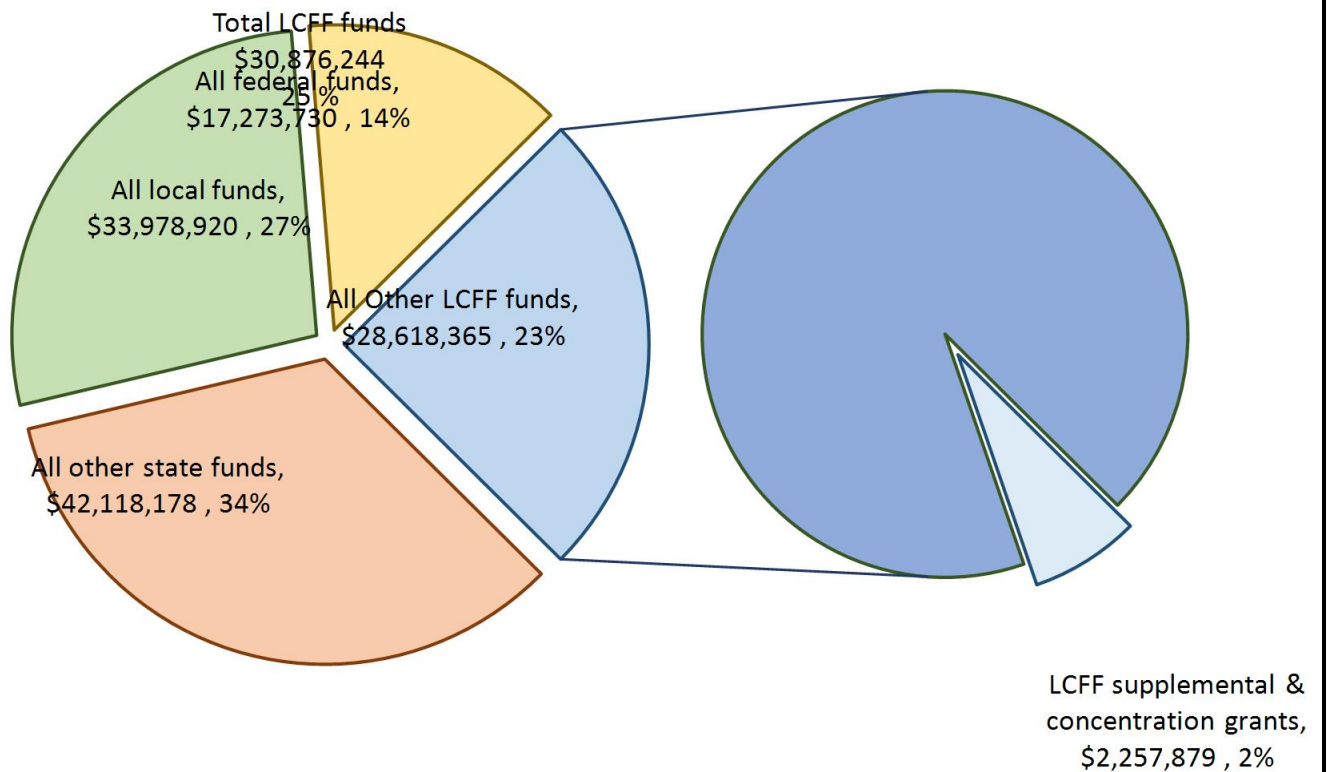
cgentry@mcoe.org

(209) 381-6788

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

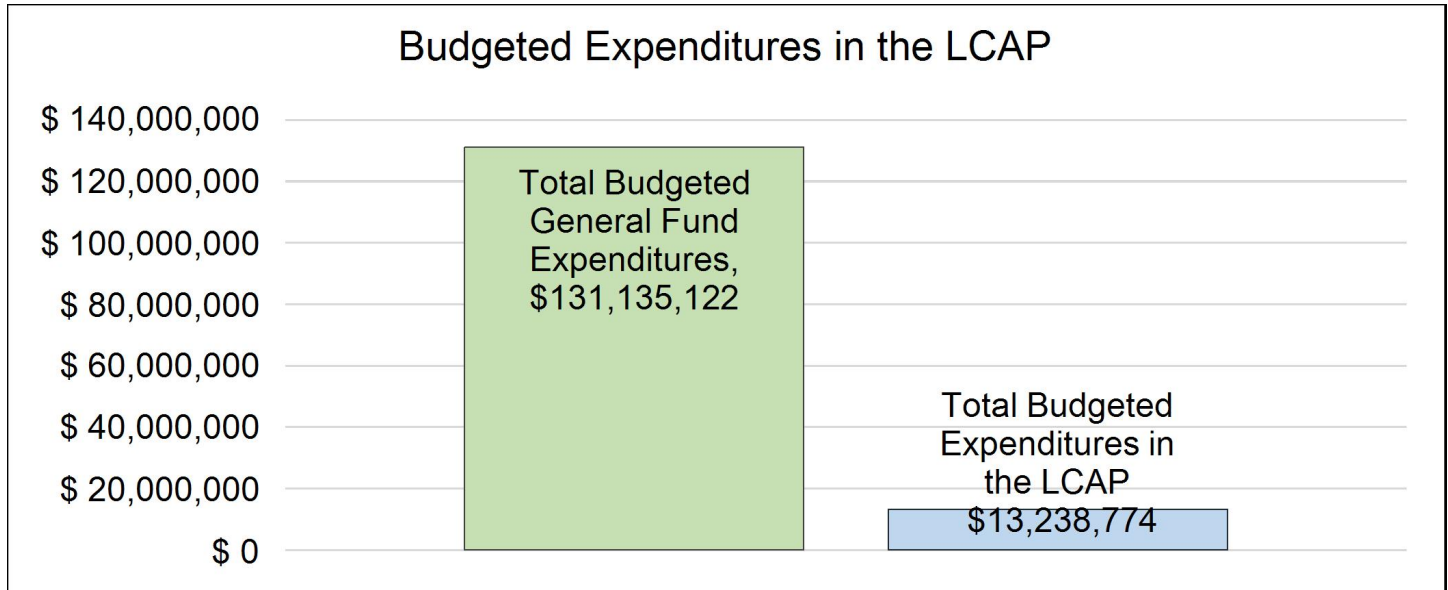


This chart shows the total general purpose revenue Merced County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced County Office of Education is \$124,247,072, of which \$30,876,244 is Local Control Funding Formula (LCFF), \$42,118,178 is other state funds, \$33,978,920 is local funds, and \$17,273,730 is federal funds. Of the \$30,876,244 in LCFF Funds, \$2,257,879 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Merced County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Merced County Office of Education plans to spend \$131,135,122 for the 2024-25 school year. Of that amount, \$13,238,774 is tied to actions/services in the LCAP and \$117,896,348 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

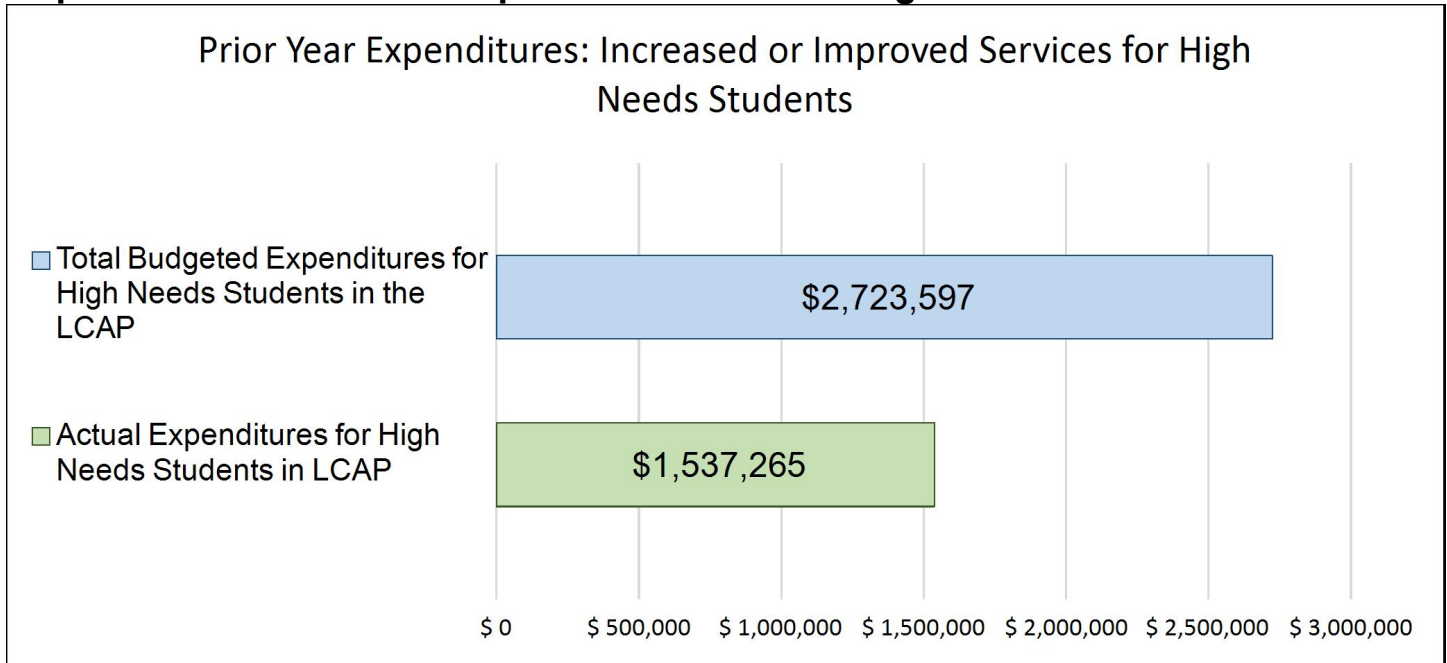
Merced COE is budgeting \$117,896,348 of expenditures to other program services such as additional costs to Special Education, Career Technical Education (CTE) and other services to school districts.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Merced County Office of Education is projecting it will receive \$2,257,879 based on the enrollment of foster youth, English learner, and low-income students. Merced County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Merced County Office of Education plans to spend \$4,497,189 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Merced County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Merced County Office of Education's LCAP budgeted \$2,723,597 for planned actions to increase or improve services for high needs students. Merced County Office of Education actually spent \$1,537,265 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,186,332 had the following impact on Merced County Office of Education's ability to increase or improve services for high needs students:

The majority of planned actions and services were implemented for our high needs students in 2023/24. The LCFF portion of the contributing actions was less because of the use of one-time federal and state funding used instead of LCFF funding.



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

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	Year 3 Outcome	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	2023-24 Reading All Students GE 5.6 Reading EL GE 4.2 Reading FY GE NA Reading SED GE 4.9 Reading SWD GE 4.1 Reading Hispanic GE 5.5 Math All Students GE 5.5 Math EL GE 4.7 Math FY GE 4.6 Math SED GE 5.5	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Math Hispanic GE 5.0"	Math SWD GE 4.3 Math Hispanic GE 5.4	
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)	2023/24 - Winter Benchmark 2+ grade levels below 27.5% 2 years below 37.19% 1 grade below 0% On Grade 8.33% Above Grade 0%	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 education more than 80% of their day	2020-21 100%	2021-22 100%	22/23 - 100%	2023/24= 100%	100%
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	23/24 - 5 point rating Actual - ELA avg. 3.29 ELD avg 2.94 Math avg. 3.12	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	23/24 - 5 point rating Actual - ELA avg. 3.71 ELD avg 3.41 Math avg. 3.59	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	23/24 - 5 point rating Actual - ELA avg. 3.06 ELD avg 2.94 Math avg. 3.12	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	2023/24 - 10 administered (average 2.5 per site)	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	2023/24 - Q1/2 separated - average 11.4 credits	15 credits avg

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was able to fully implement all of the actions related to this goal.

Action 1.1 (Technology Plan) - Under this action, the LEA ensured continuous access to technology by creating and implementing a strategic technology refresh plan to provide students access to technology for instructional learning and enrichment purposes.

Action 1.2 (Professional Development) - CASSPP, ELPAC, and STAR 360 data showed the need to address low rates of academic growth among English Learners and Socioeconomically Disadvantaged student groups. Based on this data and staff input, the LEA provided professional development and collaboration time for the implementation of CCSS aligned instruction. Expenses under this action included Professional Development content contracts for trainings and costs associated with a Teacher on Special Assignment to provide technical assistance and professional development .

Action 1.3 (Individual Student Progress Monitoring) - Under this action, the LEA conducted student progress reviews to inform instruction and develop individual learning plans with all student groups. Schools held quarterly credit review meetings with seniors to monitor progress towards graduation and post-secondary goals, and students with disabilities received quarterly progress reports. This action was supported by School Counselors and other qualified staff members.

Action 1.4 (Supplemental Curriculum) - This action called for core curriculum materials to be supplemented by providing resources for ELD instruction specifically designed for long-term English Learners. Professional development around support for English Learners was also provided to instructional staff.

Action 1.5 (Formative and Benchmark Assessments) - To address the need for academic growth among English Learner and Low-Income student populations, the LEA used the STAR 360 program, the Interim Assessment system, and the English 3D Reading Inventory for English Learners to analyze student progress and target instruction.

Action 1.6 (Supplemental Staff) - Statewide and local STAR 360 data showed a need for supplemental instructional opportunities for low-income, foster youth, English Learners, and special education students to increase academic growth. In response to this, the LEA employed additional staff to provide individualized and small group tutoring led by their site instructional coach and staff to support student access to learning. Students were identified for additional support (based on assessment data, grades, and social/emotional needs) by the Student Study Team (SST) or by an Individualized Education Plan (IEP) Team.

Action 1.7 (Career Technical Education) - To address the need to prepare students for careers after high school, the LEA offered a variety of Career Technical Education CTE courses aligned to strengths and interests of the students. Also, to address the need to prepare the unduplicated student population for careers outside of high school, the LEA provided workshops from Career Technicians and offered work based learning opportunities.

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

Material differences between budgeted expenditures and estimated actual expenditures is noted as follows:

For Action 1.1, spending exceeded the amount originally budgeted. This was due to additional unanticipated expenses related to technology. Part of the overspend is attributed to enrollment increasing more than expected, requiring additional devices to be purchased for new students. Some expenses were also due to technology items needing repair outside of their warranty term and some technology items not being returned by students.

For Action 1.7, the LEA was able to fill a vacant Career Technician position. Career Technicians provide students with career advisement, assistance with college applications, workshops on college/career planning, field trips to colleges, and other activities in support of this goal and action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was able to achieve its desired outcome on two metrics associated with this goal: increasing teacher use of interim assessments blocks (IABs) and % of students with disabilities enrolled in programs and services with access to general education more than 80% of their day. This would suggest that Actions 1.3 and 1.5 were successful. However, the LEA failed to meet its desired outcomes on the other 11 metrics associated with this goal. This lack of success may be as attributable to the ongoing effects of learning loss that occurred during the COVID-19 pandemic and it is possible students' levels of academic achievement may have been considerably lower were it not for the interventions that took place under this goal. While desired outcomes were not achieved, students did show improvement by Year 3 on some measures of academic achievement relative to the baseline year, including modest improvements on STAR360 Reading and Math performance for all students. Improvements were also achieved on credit completion averages and providing professional learning for teaching ELA/Math/ELD.

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

Goal 1 remains unchanged for next year as our educational partners conveyed it should be a priority. Several actions were added into next year's LCAP Goal 1 as they are required actions that must be addressed.

Action 4.1 and 4.2 will be moved into Goal 1 next year as they directly tie in with academic achievement.

Desired outcomes to unchanged metrics were updated to match continuous improvement of the metric.

There were 2 metrics added to Goal 1 next year. The graduation rates (both 4/5 cohort and 1 year DASS rate) were moved to Goal 1. The % of students graduating with A-G requirements and the % of ELs proficient on the ELPAC (including LTELs) were also added metrics.

Special Education has some required metrics and actions included in the next LCAP cycle and they will be included in Goal 1 as well.

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

Goals and Actions

Goal

Goal #	Description
2	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	2022/23 - 1 year DASS rate 81% avg all students 75.35% English Learners 79.9% Low Income * Students with disabilities * Foster Youth 80.3% Hispanic * Homeless 4/5 year cohort rate 63.5% avg all students	75% all students 55% English Learners 75% Low Income 75% Students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			63.78% avg all students 69.95% English Learners 62.70% Low Income 55.6% Students with disabilities * Foster Youth 67.48% Hispanic 54.5% Homeless	69.35% English Learners 62.57% Low Income 68.8% Students with disabilities * Foster Youth 60.43% Hispanic 42.3% 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%	2023/24- I feel safe in school 95% I feel supported by school staff. 85% I feel staff truly care for me. 87% When I feel upset.....there is someone I can talk to. 75%	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 - 34 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 - 40 held events	20 planned events
After school activities/clubs	2019/20 - 25 planned activities	2021/22 - 15 planned activities	2022/23- 18 planned activities	18 held activities	25 planned activities
Parent Engagement and Participation Rate as measured by	2020/21- 67.14%	2021/22 - 67%	2022/23 - 64%	2023/24 - 50%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
spring survey % reporting strongly agree or agree					
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 - 60%	55%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was able to implement the following actions this school year:

Action 2.1 (Build a Positive School Culture Advocating Student Leadership) - Through surveys and interviews, the LEA identified the importance of building a learning culture that promotes student voice and student choice by participation in school and community level events. An array of school community events were offered to improve student engagement and to support a welcoming and collaborative school culture. Additionally, student leadership clubs offered students the opportunity to share their opinions and influence school programming decisions while also developing their leadership skills. This action was fully implemented and included additional activities above and beyond what was planned.

Action 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 the English Learner and Foster Youth student population by providing students with the proper coping skills to build resiliency. The LEA conducted workshops and purchased curriculum so staff and students could work on such topics as communication skills, dealing with trauma, and building a positive view of self. The LEA also provided professional development to its Administrators and Instructors and resources to promote social-emotional wellness. This action was not fully implemented, as one planned training for staff was not available.

Action 2.3 (Multi Tiered System of Support) - Under this action, the LEA refined its MTSS model to provide resources and services to address students' behavioral, academic, and social-emotional needs. Positive Behavioral Interventions and Supports training was provided and a School Psychologist provided students with direct services. Additionally, staff attended MTSS trainings and the LEA acquired and implemented the Behavioral and Emotional Screening System (BESS), which offers a reliable and systematic way to assess students'

behavioral/emotional strengths and weaknesses. This action was not fully implemented as one staff member was not able to attend a planned training.

Action 2.4 (Parent Education) - Under this action, the LEA encouraged parent participation in the school community by offering and encouraging participation in parent education classes/workshops on topics including gang awareness, graduation requirements, substance abuse, and mental health. The LEA offered a two-day assembly for parents under this action, and employed Family Services Liaisons who conducted parent workshops. Parents were also encouraged to participate in feedback opportunities so that programming could be tailored to their needs. This action was fully implemented and included additional activities beyond what was planned.

Action 2.5 (Student Supports) - Students were supported through the provision of counseling, tutoring, and mentoring services to address low graduation rates, high rates of social-emotional learning needs, academic needs, and physical wellness. Specific supports provided include tutors and mentors offered through a partnership with the Cal Soap program and an agreement with Bali Learning, a local tutoring center. Students were also supported through an agreement with the Valley Crisis Center that provided an array of social-emotional supports. Additionally, the LEA employed Youth Engagement Specialists, who provided targeted social, emotional, and behavioral learning support to students with a focus on improving academic growth and achievement. Mental Health Clinicians were also on staff to assess and treat students with mental, emotional, or substance abuse problems. Students also had continuing access to services to support their physical well-being through a partnership with the Hazel Health virtual healthcare service, expanded school nurse supports, and Health Aides provided through a contract with Healing Hearts. This action was fully implemented according to plan.

Action 2.6 (Safe School Environment) - Under this action, the LEA promoted a safe school learning environment by employing a School Resource Officer and Campus Liaisons to conduct home visits and build rapport with unduplicated students. This action also included the costs for Go Guardian, a system that ensures that students are protected from unsafe and distracting information on the internet. This action was successfully implemented according to plan, but with some spending beyond what was budgeted.

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

Material differences between budgeted expenditures and estimated actual expenditures are noted as follows:

For Action 2.1, there was a material difference in spending due to higher than expected student and community engagement. The additional funds were allocated to accommodate increased participation in school and community events, which required more resources for organizing, staffing, and materials to effectively promote student voice and choice. This unanticipated enthusiasm for participation underscores the importance of these initiatives in fostering a strong learning culture.

For Action 2.2, spending was less than expected as a planned workshop on stress management was not offered due to the training provider not being available. For Action 2.3, there was a material difference in spending due to one staff member being unable to attend a planned

MTSS conference that involved travel. For Action 2.4, there was additional spending as a percentage of the salaries and benefits of two Family Services Liaisons were covered so they could design and offer family workshops in support of this goal

For Action 2.6, there was additional spending in this category due to an error in budgeting. The budget was supposed to have been increased by 5% over the previous year to account for required step increases for the SRO and Campus Liaisons. The budget also failed to account for an expected increase in the cost of attendance at a required school safety conference for Campus Liaisons, and there was a change in LEA policy regarding cell phones which resulted in an additional cost for the cell phone plans utilized by the Campus Liaisons.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the actions under this goal had the combined effect of positively impacting outcomes for students. The pupil suspension rates for all student groups decreased significantly compared to baseline. Additionally, the suspension rate for low-income students and students with disabilities dropped below the desired rate, and got very near the desired rate for all other groups. For student graduation, if we consider the DASS rate we can see that the graduation rate for all student groups and for each individual group in Year 3 exceeds the desired outcome for this metric. When considering whether students report feeling safe in school, by Year 3, 95% of students agreed or strongly agreed that they do feel safe, exceeding the baseline rate and the desired outcome rate. Other student reports on the school climate survey did not quite meet the desired outcome for this metric but were within just a few percentage points, indicating that the vast majority of students feel safe, welcome, and supported on campus.

MCOE greatly exceeded expectations in terms of the opportunities it offered for students to participate in field trips and school events. The desired outcome was that 20 field trips and 20 school events would be offered, when in fact the numbers were 34 and 40 respectively. These outcomes tie directly to Action 2.1, showing that the LEA was effective in offering opportunities that promote student voice, student choice, and a warm and welcoming school environment. The LEA did not reach its desired outcome in terms of number of afterschool activities offered (18 in Year 3 compared to the desired outcome of 25), but the outcomes on suspensions, graduation rate, and school climate show that great progress has been made in student outcomes, despite not meeting this specific metric.

On parent engagement, one desired outcome was met and one was not. By Year 3, only 50% of parents responded favorably to the school climate survey when the desired outcome was 60%. However, the LEA did achieve an improvement in the parent participation rate in school events, activities, committees, and surveys, with a 60% participation rate in Year 3, exceeding the baseline rate of 45% and the desired outcome of 55%. These outcomes tie directly to Action 2.4 and demonstrate that efforts to further involve parents in the school community were successful.

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

Goal 2 remains unchanged for next year as our educational partners conveyed it should be a priority. The actions will continue although several additional actions were added into next year's LCAP Goal 1 as they are required actions that must be addressed.

Desired outcomes to unchanged metrics were updated to match the continuous improvement of the metric.

We will add 2 metrics to Goal 2 next year:

- 1) we will track the number of mental wellness activities provided to students and their families and
- 2) we will implement a new online safe school monitoring program and will track the results.

Special Education has some required metrics and actions included in the next LCAP cycle and they will be included in Goal 2 as well.

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

Goals and Actions

Goal

Goal #	Description
3	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as measured by P2	2019/20 - 82%	2020/21 - 70% 2021/22 - 80%	2022/23 - 81%	2023/24 - 80%	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%
Local data plan - students with 10 or more absences in Fall	2020/21- 62%	2021/22 - 53%	2022/23 - 50%	2023/24 = 37%	46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Semester for students enrolled longer than 30 days					
Hold SART (School Attendance Review Team) meetings for those who meet criteria	no baseline data available	2021/22 - 96%	2022/23 - 100%	2023/24 - 100%	100% of families who meet criteria will have a SART meeting and a plan in place.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was able to implement the following actions this school year towards the goal of decreasing the number of chronically absent students:

Action 3.1 (Parent Communication) - The LEA increased parent communication for all student groups. Communication occurred through parent/teacher conferences and calls, the Parent Square app, truancy reduction workshops, committee meetings, and related activities, including providing bilingual interpreting and translation services to parents in their home language. This action was successfully implemented according to plan.

Action 3.2 (Tiered Interventions and Supports) - The LEA implemented a system of interventions, including Aeries referrals and the School Attendance Review Team, for tiered re-engagement supports and established other support services. This action was implemented according to plan.

Action 3.3 (High Interest Activities) - The LEA implemented high interest activities for students including field trips, enrichment activities, and after school activities on topics such as Driver's Ed, gaming, sports, music, cooking, photography, STEAM, robotics, and life skills. This action was not fully implemented because of delays that occurred during the onboarding of two new Principals within the LEA.

Action 3.4 (Incentives and Recognition) - The LEA offered high interest incentives and positive recognition to increase student participation and morale. This action was not fully implemented because of delays that occurred during the onboarding of two new Principals within the LEA.

Action 3.5 (Data Analysis) - The LEA provided 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. This action was successfully implemented according to plan.

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

For Actions 3.3 and 3.4, spending was less than anticipated. This was due to delays that occurred due to staffing transitions. The LEA onboarded 2 new Principals in this school year, and as a result, some of the work related to offering high interest activities and incentives/recognition was slow to start. As a result, the full budgeted amount for these activities was not expended, though many activities did occur. The average percentage of underspend across these two activities was 43%. Regardless of this underspend, however, the hoped for results were still achieved.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was very effective in achieving this goal during the three-year LCAP cycle. Goal 3 was focused on decreasing the number of chronically absent students and improving attendance, and all 5 actions contributed to the progress made. The LEA achieved and actually exceeded this goal for every student group, in many cases by a vast margin. For all student groups, the chronic absenteeism rate dropped from 73% baseline to 53% in the 22-23 school year. It also dropped by 23% for unduplicated students, 28% for English Learners, 21% for low-income students, and 25% for students with disabilities. Additionally, the percentage of students who achieved 90% attendance or better improved dramatically, from 36% baseline to 57% in 23-24, far exceeding the desired outcome of 40%. The LEA also achieved a great reduction in the number of students with 10 or more absences in the Fall Semester (for students enrolled longer than 30 days). The baseline percentage for this metric was 62%, and by 23-24, this rate had reduced to 37%, surpassing the desired outcome of 40%. Additionally, 100% of families who met the criteria had a SART meeting and attendance plan in place, which aligns with the desired outcome for this metric.

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

Our educational partners were specifically asked if Goal 3 should remain a focus goal and not joined with Goal 2 and the response was in favor of keeping it separate while acknowledging that improvement had been made in the area of attendance, so this goal will remain a focus goal going into the next LCAP 3 year cycle. The metrics remain unchanged but the desired outcomes were revised to promote continuous improvement. The actions remain unchanged but two actions were added for next year to promote better attendance:

1) transportation during the school year and 2) transportation during the summer session, as lack of transportation was noted as one of the top two areas that our students miss school in the feedback provided by our education partners.

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

Goals and Actions

Goal

Goal #	Description
4	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	20/21 - 100%	2021/22 - 100%	2022/23 - 100%	2023/24 - 29/32 = 91% Good or Exemplary	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the SARC					
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 training/supports/direct services	Baseline 20/21, 10 school districts participated.	2021/22 - 100%, 20 school districts plus MCOE	100% (20 districts plus MCOE)	100% (20 districts plus MCOE)	100%
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	2023/24 - 12 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	2023/24 - 287 students	50 students

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions that were carried out in support of this goal include:

Action 4.1 (Highly Qualified Staff) - For this action, the LEA employed certificated and classified employees with appropriate skills, credentials, and authorizations to work with students. This action was fully implemented.

Action 4.2 (Curriculum and Instruction) - Under this action, the LEA provided CCSS aligned curriculum for the core program, credit recovery opportunities, and supplemental instruction. This action was fully implemented.

Action 4.3 (Triennial Plan for Expelled Youth) - Under this action, the LEA provided services per the Triennial plan for provision of services to expelled students. This action was also fully implemented according to plan.

For Actions 4.4-4.9, our College and Career Department Foster Youth Coordinating Program continued strong collaborations between all county school districts and service providers with foster youth identification, oversight, and services. All actions were implemented as planned without challenges.

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

There were no material budgeting differences on Actions 4.1, 4.2, or 4.3

Actions 4.4-4.9 were completed, however no-cost trainings provided by the FYSCP Technical Assistance Project, as well as trainings provided by our internal expert staff, were utilized instead of paid presenters which were originally planned for in the budget for action 9 which resulted in a cost savings.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was successful in achieving the desired outcomes on several of the metrics associated with this goal. 100% of LEA sites provided sufficient instructional materials, which is directly connected to Action 4.2. 100% of sites were also involving in reviewing and utilizing the services of the Triennial Plan for Expelled students, an outcome directly related to Action 4.3. For the metric regarding Highly Qualified Staff, the state has not yet provided current data on this measure through the School Accountability Report Card, so the effectiveness of Action 4.1 can not be fully evaluated.

For our Foster Youth, school districts continued to receive support. The County collaborated with 12 agencies this year which is inconsistent from last year due to the closure of one agency. The number of unduplicated students receiving direct services increased by 30 from the previous year.

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

There are no planned changes to the goal or metrics in this Goal. Two of the actions 4.1 and 4.2 were moved to Goal 1 for next year. The desired outcomes have been updated to better align with services being provided.

For the Foster Youth Coordinating Program actions, the verbiage for the actions was updated, however the actions themselves remain the same.

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

Goals and Actions

Goal

Goal #	Description
5	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Indicator	Homeless Youth - Very High - 14.3%	n/a	n/a	Homeless Youth - orange - 8.9%	Homeless Youth - High - 8%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Some of the actions related to this goal were fully implemented according to plan, while others were not.

The LEA was not successful in implementing Action 5.1 (Student Supports) and Action 5.3 (Teacher and Student Supports). These actions called for MCOE to hire 4 additional employees to support this goal. However, due to numerous administrative and leadership changes/transitions that occurred this school year, the process required to recruit, hire, and onboard these new employees was significantly delayed. As a result, none of the funds for these actions were spent. For action 5.2 (Professional Development), the LEA was only partially effective in implementing the intended activity and not all of the planned professional development was provided.

The LEA was successful in administering Action 5.4 (Behavior Support) which called for the LEA to provide administrative training on using alternative discipline options. This training was provided according to plan.

SPED: The actions 5.5 and 5.6 were implemented as planned to help support our students with disabilities.

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

For actions Action 5.1 (Student Supports) and Action 5.3 (Teacher and Student Supports), the LEA did not expend any of the budgeted funds. Action 5.1 called for the LEA to hire 3 additional instructional aides/drivers to transport and work with Hispanic, homeless, and/or socio-economically disadvantaged students in high-intensity academic tutoring. Action 5.3 called for the LEA to hire an additional certificated teacher to work with teachers and new instructional assistants to deliver high-intensity support and interventions. The LEA onboarded two new Principals in 2023-2024 and also experienced a transition in leadership at the Assistant Superintendent level. As a result, the process required to recruit, hire, onboard these new employees was significantly delayed and did not occur during the school year as planned. As a result, none of the funding budgeted to these categories was expended.

For Action 5.2 (Professional Development), not all of the intended training was provided. Specifically, MCOE's internal Content Coordinators/Trainers who were meant to provide this training were overbooked, so while training did occur, it was not to the planned level and not all budgeted training funds were spent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As they were not implemented, Actions 5.1 and 5.3 were not effective or impactful on the goal of addressing the needs of consistently low-performing student groups. Action 5.2 (which was partially implemented) and 5.4 (which was fully implemented) consisted of training for staff members on how to better address the needs of the low-performing student groups. Specifically, Action 5.2 involved training on addressing the specific needs of Hispanic and low-income student groups. While some of the training occurred, it was not fully implemented due to the lack of available trainers. While students did not demonstrate improvement on several of the metrics tied to this goal, Hispanic and Low-income students did show improvements in their chronic absenteeism rates and achieved the desired outcome for that metric. For action 5.4, which was fully implemented, two administrators received training on using alternative discipline options from the California Association of Supervisors of Child Welfare and Attendance. This action was specifically tied to the suspension rate for Homeless Youth, and was effective in decreasing that rate from a baseline of 14.3% to a Year 3 outcome of 8.9%, almost achieving the desired outcome of 8%.

SPED: Action 5.5 involved hiring one additional Behavior Support Specialist to support student behaviors and help them access their learning environment. Due to the behavior support, our students with special needs increased by 41.3 points in ELA and 49.9 points in Math on the statewide assessment. Action 5.5 focused on training teachers in the core curriculum to support student instruction, all teachers who teach students with moderate to severe disabilities, participated in a 3 part series in the Unique core curriculum.

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

Goal 5 was a required goal for the 2023/24 school year. This goal is no longer required to be continued into the next 3 year LCAP cycle, however for Valley/Juv Hall schools, the actions have been incorporated as required actions into the next LCAP plan as Action 1.2, 1.6, 1.12, and 2.7. The metrics written in this goal will continue to be monitored in Goal 1, 2 and 3 in the next LCAP cycle.

SPED: Actions 5.5 and 5.6 will not be carried over to the 2024-2026 LCAP due to the change in focus on improving the graduation rate, suspension rate, and College and Career Indicator.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



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

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The vision of Merced County Office of Education (MCOE) is "Nurture, Serve, Lead." MCOE operates three WASC-accredited Valley Community School (VCS) campuses (in the cities of Atwater, Los Banos, and Merced), a Juvenile Court School, and two schools under the Department of Special Education. The three VCS campuses and the Juvenile Court school have been designated as Equity Multiplier eligible schools.

MCOE is committed to the success of every student. The school-wide learner outcomes for VCS and the Juvenile Court School are that students will be:

RESPONSIBLE - For their learning and actions

PREPARED - For career and/or college

PROBLEM SOLVERS - Apply effective decision-making skills

Students are placed at VCS for several reasons, including:

- incarceration at the Juvenile Detention Facility
- sentenced by the Juvenile Court Judge to attend the Court School program
- referral by the probation department
- expulsion by their district of residence
- referral by the School Attendance Review Board (SARB)
- referral by the district of residence but not expelled.

VCS serves students in grades 5--12. The majority of students attending VCS come from challenged backgrounds. The academic careers and social-emotional well-being of most VCS students have been negatively impacted by one or more of the following barriers to success: lack of basic academic skills, truancy, substance abuse, criminal activity, and social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status). Recent data for VCS/Juvenile Hall is as follows: 414 total enrollments, of which 25% are English Learners, 13% are Students with Disabilities, 93% are socioeconomically Disadvantaged, 7% are Foster Youth, 6% are homeless, and 93% of the total student population is unduplicated. The goal of VCS is to help these students successfully return to their districts of residence by encouraging them to attend school on a regular basis, earn credits toward graduation, and be model citizens.

Metrics that are not applicable to the programs that we operate and are not included in the LCAP are:

- Expulsion Rate (our rate is 0% as we serve students who are expelled from their districts)

- High School Dropout Rate (we serve students who drop out of comprehensive high schools)
- Percentage of pupils passing the Advanced Placement (AP) examinations (there is no demand for AP courses)
- Percentage of pupils who successfully complete Career Technical Education (CTE) requirements (our students are generally with us for a short time and return to the district before being able to complete CTE sequences or programs.)

The Merced County Office of Education is utilizing our court and community school Alternative Education Base Grant funding to continue and expand access to services to support the academic, behavioral, and social-emotional well-being of our students. These funds will be designated for school operations and services as identified in Goals 1-3 in the Local Control Accountability Plan:

- Goal 1 – All students will demonstrate growth in academic achievement towards meeting and exceeding California State Standards in the areas of English Language Arts, math, and English proficiency.
- Goal 2 – Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.
- Goal 3 – Attendance will be our focus for the next three years again. We made tremendous improvement in attendance rates and the work continues. We plan to decrease the number of chronically absent students (10 or more absences in the Fall semester) by 7% by 2027, as measured by local data from our SIS monitored on a quarterly basis.

The Student Enrichment Block Grant will be designated to address key areas of focus within our educational plan to improve outcomes for students, including access to A-G courses, fostering dual enrollment partnerships, enhancing elective offerings, increasing transition counseling and services, expanding behavioral health supports, continuing mentoring supports, and employing staff to support this work. The funding will ensure an increase in career technical education (CTE), youth leadership programs, academic intervention, and behavioral intervention services. We are committed to utilizing these resources to promote success and expand equitable access to educational opportunities for all students.

Merced County Office of Education (MCOE) Special Education programs serve students from birth to 22 years of age in severe and non-severe classrooms in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury. The preschool through transition classrooms are located on public integrated school sites or MCOE-owned centers throughout the county. The GROW program (birth to age 3) serves students in their natural environment; playgroups located in designated sites, in the home, and at the special education school. MCOE Special Education programs provide specialized classes and services for students, based on needs indicated on their Individualized Education Plans. Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing and audiological services, services for the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, inclusion, assistive technology, counseling, and assessments. All of our employees strive to provide rich and caring educational experiences in the least restrictive setting possible. The mission of the MCOE Special Education program is to provide high-quality educational opportunities and support services to our students, families, and community to ensure that every student is successful in their academic, personal, and social development. MCOE Special Education programs also promote MCOE's mission to Nurture, Serve, and Lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in our students.

ACRONYM KEY

CAASPP = California Assessment of Student Performance and Progress

CAST = California Science Test
CCI = College/Career Indicator
CCSS = Common Core State Standards
COE = County Office of Education
DASS = Dashboard Alternative School Status
EL = English Learners
ELA = English Language Arts
ELD = English Language Development
ELPI = English Learner Progress Indicator
EM = Equity Multiplier
FY = Foster Youth
JH = Juvenile Hall
LCAP = Local Control and Accountability Plan
LEA = Local Educational Agency
LI = Local Indicators
LTEL = Long-Term English Learners
MOU = Memorandum of Understanding
MTSS = Multi-Tiered System of Supports
PBIS = Positive Behavioral Interventions and Supports
RL = Renaissance Learning
SARC = School Accountability Report Card
SART = School Attendance Review Team
SED = Socio-Economically Disadvantaged
SRO = School Resource Officer
SWD = Students with Disabilities
VCS = Valley Community School

Reflections: Annual Performance

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

VCS/JH: Based on a review of our performance on the state indicators, local indicators, statewide assessment and local data, and educational partner input, there are several identified challenges and successes for the Valley Community Schools and Juvenile Court School.

Challenges:

Schools that scored at the lowest performance level on dashboard indicators

- VCS Atwater did not have any indicators on the 2023 dashboard due to low enrollment

- VCS Los Banos scored in the lowest level of performance on suspension rate, English Learner progress, and college/career readiness.
- VCS Merced scored in the lowest level of performance on English Learner progress, graduation rate, college/career readiness, English language arts, and math.
- Juvenile Hall scored in the lowest level of performance on suspension rate.

Not all schools had enough enrollment to be ranked on all indicators.

Across all schools, student groups that scored at the lowest performance level on dashboard indicators

- Hispanic students scored in the lowest level of performance on English Language Arts, graduation rate, suspension rate, and college/career readiness
- Socioeconomically disadvantaged students scored in the lowest level of performance on English language arts, math, graduation rate, suspension rate, and college/career readiness
- Homeless students scored in the lowest level of performance on graduation rate and college/career readiness
- Foster youth scored in the lowest level on suspension rate
- Students with disabilities scored at the lowest level of performance on suspension rate.

Not all student groups were ranked on all indicators due to low enrollment or other factors.

Among student groups within schools within the LEA performing in the lowest performance level on one or more state indicators on the 2023 Dashboard, the results were as follows (Not all student groups had enough enrollment or information to be ranked on all indicators):

- VCS Atwater did not have any indicators on the 2023 dashboard due to low enrollment
- VCS Los Banos Hispanic students scored in the lowest level of performance on college/career readiness and suspension rate. Socioeconomically disadvantaged students scored at the lowest level of performance on college/career readiness and suspension rate. English Learners scored at the lowest level of performance on college and career readiness and suspension rate.
- VCS Merced Hispanic students scored in the lowest level of performance on college/career readiness and graduation rate. English Learners scored in the lowest level of performance on graduation rate. Socioeconomically disadvantaged students scored in the lowest performance level on college/career readiness and graduation rate.
- Juvenile Hall Hispanic and socioeconomically disadvantaged students scored in the lowest level of performance on suspension rate.

In spite of these challenges, there were notable successes across the LEA. MCOE met all standards on all local indicators, including implementation of academic standards, parent and family engagement, and access to a broad course of study. Other successes include:

- Decreasing the suspension rate for all student groups
- Improving the one-year DASS graduation rate for all students
- Improving the proportion of students who feel safe at school, supported by school staff, feel staff truly care about them, and feel they have someone to talk to when they are upset.
- Increasing the number of field trips and school events
- Increasing parent participation in school events, activities, committees, and surveys
- Decreasing the chronic absenteeism rate for all students and all student groups
- Increasing the percentage of students with 90% attendance or better

SPED: Merced Special Education made significant progress in our annual performance according to the California School Dashboard

released in December 2023. Students with Disabilities (SWD) increased by 41.3 points in English Arts and 49.9 points in Math statewide assessments. Our socio-economic disadvantaged (SED) student population increased 38.6 points and Hispanic students increased by 40.1 points in ELA, whereas in Math the Hispanic students increased by 47 points and SED increased by 51.4 points. Also, students with disabilities were 7.3% prepared in the College and Career Indicator, whereas the SED students were 8.3% prepared, this was an improvement from the 2019 Dashboard which had 0%. There was no College/Career Dashboard California Dashboard data reported for the years 2020-2022. As for the Graduation Rate, the SED students saw an increase in this indicator by 7.1%, whereas the Hispanic students increased by 7.8%. Yet, the Dashboard Graduation Rate data is not believed to be the best indicator for our students with moderate to severe disabilities, since they currently obtain a certificate of completion, not a high diploma, which is not reflected in the California Dashboard. Yet, we are in the process of developing a course of study that is aligned to the curriculum that meets the criteria for an alternate diploma that will be for students with cognitive disabilities. When comparing the California Dashboard Suspension Rate for the 2022 and 2023 school data, there was a .5% increase from 2022 to 2023. The two student groups in the lowest performing level (red) are African American and Foster Youth. The African American student group maintained a suspension rate of .2%, whereas the Foster Youth Increased 2.5%. Whereas the SED, SWD, and White students were in the orange performance level, and the EL and Asian group were in the blue performance level.

Reflections: Technical Assistance

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

The needs of consistently low-performing student groups will be addressed and educational outcomes of students who are Hispanic, English Learner, homeless, or socioeconomically disadvantaged will improve to reflect that of the general student population in the areas of academics (ELA & Math), suspension, College & Career Indicator (CCI), and graduation rate.

Work that has taken place as part of technical assistance within VCS/JH to improve outcomes includes:

- Filling a vacant Principal position
- Developing capacity of internal employees to grow within the organization
- Increasing rate of referral for students needing SEL supports
- Minimizing student conflicts on campus through structured scheduling and restorative practices
- Increasing curriculum implementation fidelity
- Implementing a-g courses
- Providing enrichment opportunities
- Providing Independent Studies support classes
- Increasing state testing participation rates by promoting participation
- Implementing a Tiered Re-engagement plan for attendance
- Providing professional development on academic and SEL topics
- Providing strong SEL supports for students
- Increasing CTE pathway completion by promoting participation
- Adding Mental Health Clinicians to staff
- Adding access to CTE classes for Independent Study students
- Adding Health Assistants to staff

- Providing Principals' with training to promote effective school leadership
- Participating in the Superintendent's Series to focus on a Problem of Practice (reducing chronic absenteeism)

As a result of the above activities, VCS/JH has seen the following impact on student outcomes:

- Lower suspension rates
- Increased attendance
- Improved school climate/culture
- Improved participation in programs
- Increased state testing rate
- Increased CTE Pathway Completion

SPED: MCOE Special Education has been part of the County Office Differentiated Assistance Consortium for the past 3 years due to continuous efforts to improve the graduation rate and decrease suspension rates for students with disabilities. This supportive platform provides the guidance needed to develop an improvement sciences process that incorporates AIM statements and Plan, Develop, Study, and Act (PDSA), to help guide our efforts in improving programs and services for students with special needs. Due to this, there have been several initiatives that we are working on for continuous improvement that have resulted in progress on the California Dashboard data. The following are some of the positive outcomes:

- Increased academic performance in ELA and Math in the statewide assessment
- Increased attendance
- Higher student engagement due to counseling and attention from staff
- Significant increase in state testing rate
- Increase by English Learners at least one English Learner Progress Indicator (ELPI) level
- Increased participation opportunities for high school students in the ROP or WorkAbility program

Priority 4: ELA/Math: TOSA mentoring teachers, curriculum support/training, lesson planning, monitoring the SBAC test completion, PLC (graduation credits/requirements). Standardized curriculum PD for proper implementation.

Priority 5: Grad Rate: training on data entry in CALPADS/AERIES. Attendance: formalized SART process, incentives (daily, weekly, monthly), home visits, teachers have parent communication for every absence, issuing of high school diplomas

Priority 6: School Climate: hired 3 psy interns doing individual or group counseling, purchased the Why Try program for counseling, suspensions: community service in lieu of suspensions at school, community clean-ups, hire staff to provide the additional supervision, guitar lessons

Comprehensive Support and Improvement

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

Schools Identified

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

VCS Merced (graduation rate)
Juvenile Court School (low performing)
MCOE Special Ed (graduation rate)

Support for Identified Schools

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

VCS/JH has and will continue to support the identified schools in developing CSI plans related to improving graduation rates by conducting a school-level needs assessment. The school-level needs assessment process aligns with the school's LCAP, LCAP Addendum, WASC, and SPSA for a systemwide program to address the schools' and LEA's strengths and needs. Established review processes include outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the CSI plan: School Site Council, English Learner Advisory Committee, District Advisory Committee, District English Learner Advisory Committee, Teaching Staff, Other Administration, Parents/Families, Students, and the Community.

During the comprehensive needs assessment process, the following resource inequities were identified:

- Access to CTE courses: students who want to participate in CTE courses, which are held on campus, must attend the course section five days a week. However, many students who attend independent study do so because they are not able to attend a daily program five days a week. Therefore, a modified CTE course schedule where students are not required to attend five days is needed to accommodate independent study students
- Access to tutoring assistance: students located on the Merced and Atwater campuses do not have the same access to tutors as students on the Los Banos campus
- Access to transportation: students sometimes miss their appointments with teachers due to lack of transportation.
- Student Motivation - students do not have adequate opportunities for socializing, interacting with other students, and being involved in extracurricular activities at school and this impacts student motivation

The CSI plan includes the following evidence-based interventions to improve graduation rates:

- Professional Development for teachers around the implementation of California Standards using adopted standards-aligned instructional materials
- Increasing tutoring services
- Procuring materials to support the benchmark monitoring program
- Developing/implementing a PBIS incentive system to recognize and award students.
- Providing CTE courses with modified schedules that meet the needs of students in independent study.

- Providing transportation services to assist students in getting to school.
- Increasing in-school time for independent study students to receive school work assistance and extra help.

MCOE Special Education will continue to be part of the COE Differentiated Assistance Consortium to help improve our student's graduation rate. Staff will be provided the training necessary to provide them a better understanding of how the course of study aligns with the curriculum that leads to an Alternate Diploma, how to document courses in the Student Information System, and how to implement the grading rubric for content courses. The CSI plan includes the following evidence-based interventions to improve graduation rates:

- Professional development for teachers around the implementation of the Alternate Diploma Pathway
- Develop a course of study that aligns with the standard-based curriculum
- Provide training and coaching for teachers, especially new teachers
- Expand on work opportunities for high school and transition students
- Expand on enrichment activities for all students

Monitoring and Evaluating Effectiveness

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

VCS/JH has developed a data plan to evaluate metrics related to the CSI plan, including: attendance data, student learning (including tracking of quarterly completion of credits), assessment data, student surveys, and collaboration meetings to evaluate the implementation and effectiveness of the CSI plan. School counselors will monitor 12th-grade students regarding their progress toward completing graduation requirements. Monitoring will consist of face-to-face meetings between student and counselor to review, update, and discuss an individualized learning plan that includes graduation from high school. Meetings will also include relevant information around postsecondary college and career options and resources as individualized to each student's interests. Professional development and collaboration meetings with staff will be adapted as a result of the above-mentioned progress data and results. Data from specific metrics in the CSI Plan, including the four/five-year cohort graduation rate, will be reviewed on an ongoing basis through stakeholder meetings, SSC/ELAC, and during Leadership meetings.

MCOE Special Education will meet regularly with the COE DA group and the Merced COE administrator lead who oversees continuous improvement. Also, the Special Education Director will monitor the implementation of the goal/action and collaborate with administrators and teachers to evaluate the effectiveness of these initiatives. Further, professional development will be provided to ensure that the actions are implemented with fidelity and adjusted if needed.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SPED: Students ED Program - Grades 6-12	Presentation March 2024 Online Surveys (4/22/24)
SPED: All Staff including Certificated & Classified	Online Surveys (4/22/24)
SPED: Virtual Admin/Certificated/Classified Meeting	Presentation and discussion (3/20/24; 4/17/24)
SPED: Advisory Committees (ELAC & SSC) Parents and Staff	Presentation and discussion (ELAC 5/28/24, SSC 5/30/24)
SPED: Special Event - Parents/Families - May 29 2024 (Grade 6 - Adult Transition)	In person Survey
Valleys/Juvenile Hall: Leadership Team (Director, Coordinator, school site principals, and school psychologists)	Meeting Dates: 1/19/24, 1/24/24, 1/29/24, 2/7/24, 2/14/24, 3/7/24, 3/14/24, 3/21/24, 3/22/24, 4/10/24, 5/15/24, 5/22/24, 5/24/24, 5/28/24 Online surveys April 2024, including to develop required focus goals
Valleys/Juvenile Hall: Certificated Staff (including MCOTA)	Presentation March 2024 Online Surveys April 2024, including to develop required focus goals
Valleys/Juvenile Hall: Classified Staff (including CSEA)	Presentation March 2024 Online Surveys April 2024, including to develop required focus goals
Valleys/Juvenile Hall: Parents	Presentation March 2024 Online surveys April 2024, including to develop required focus goals
Valleys/Juvenile Hall: Students	Online surveys April 2024, including to develop required focus goals Presentation May 2024

Educational Partner(s)	Process for Engagement
Valleys/Juvenile Hall: Fiscal Team	In person meetings: 2/28/24, 3/18/24, 3/25/24, 3/27/24, 4/19/24, 4/22/24, 5/1/24, 5/10/24, 5/13/24, 5/21/24, 5/24/24
Valleys/Juvenile Hall: SELPA	In person/virtual meetings: 2/29/24, 4/19/24, 5/10/24, 5/15/24, 5/29/24
Valleys/Juvenile Hall: DAC/DELAC Committee	Virtual Meeting: 5/30/2024

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

Educational Partners agreed during the meetings/presentations and in the local surveys administered that all of the actions and services proposed in LCAP goals 1-4 remain a priority and should be continued.

Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency to be ultimately College & Career ready upon graduation. Goal 1 was developed based on feedback from all stakeholders through surveys and meetings that academic achievement and college/career readiness are top priorities. Nearly all parents, students, and staff agreed or strongly agreed that actions supporting English Language Arts, math, and English Learner proficiency should continue, therefore our LEA will continue this Broad Goal from the previous LCAP cycle. The goal focuses on ELA and Math academic achievement for all students in all student groups, but specifically for SED, EL, and SWD student groups, and English Proficiency for our English Learners. Some actions included are required because we must address schools and students groups within those schools who are performing within the red indicator or very low status, including Hispanic, SED, EL, Homeless, White, Foster Youth, and Student with Disabilities (SWD). The other actions were identified and prioritized based on educational partner feedback. All survey respondents were highly supportive of actions providing technology, professional development, individual learning plans, interim assessments, and support staff.

Goal 2 - Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy. Goal 2 was developed based on consistent feedback from all stakeholders that actions supporting school climate and social-emotional/physical wellness are top priorities. This Broad Goal will be continued in order to increase the engagement and support of students and parents as educational partners and decision-makers, allow students opportunities to exercise leadership skills, and develop a connection to their school by participating in school events and activities. Some actions included are required because we must address schools and student groups within those schools who are performing within the red indicator or very low status. This includes these student groups: Hispanic, SED, EL, Foster Youth, and Student with Disabilities (SWD) in the area of suspension. The other actions were created and prioritized based on survey feedback that indicated that nearly all respondents agreed or strongly agreed that the following strategies are valuable and should continue: student leadership programs, community events, social-emotional wellness workshops, Multi-Tiered Systems of Support, and parent education classes.

Goal 3 - Decrease the number of chronically absent students (10 or more absences in the Fall semester) by 7% by 2027, as measured by local data from our SIS monitored on a quarterly basis. This goal is carried forward from the previous LCAP cycle at the request of our

educational partners. In our local survey feedback, our staff (97%), student (85%), and parent/family (98%) combined educational partner voices shared that actions and services to reduce truancy and increase attendance should be a focus this year. In addition, the Leadership Team feels this area needs to be a Focus goal this year because improvement to attendance was made but with Leadership changes at 2 sites, the momentum needs to continue with building a sustainable system of tiered supports.

Goal 4- Merced COE will maintain facilities in good repair and provide coordinating services in support of Foster Youth and Expelled Youth. This goal is related to services the County Office of Education is required to provide. In addition to fulfilling that requirement, however, educational partners did overwhelmingly agree or strongly agree that all the actions under this goal were important and should continue.

School Climate Spring Surveys:

Students - through feedback collected from surveys of our students 3-12, 75% has an adult at school to talk to when they are upset, 65% have a school friend who they can talk to when they are having a difficult day, 87% feel that being prepared for high school, college, and the world of work is important, and 81% look forward to participating in school. They also noted that no transportation is one of the top two reasons why they miss school, math is the top content areas they need additional support in, and that they prefer 1:1 tutoring sessions for extra help over small group. These responses influence the actions we provided in our LCAP in Goal 1 for academic support being offered, Goal 2 for developing a stronger school climate/culture, and Goal 3 for increasing the attendance rate by increasing participation and decreasing barriers like transportation.

Families - through feedback collected from surveys of our families, they also prefer 1:1 tutoring support over small groups for their children, 82% stated students are motivated for school, and 50% state they participate and are involved with the school. They mentioned that mental health supports need to continue and transportation is an area for improvement. With the feedback analyzed, our LCAP actions in Goal 1, 2, and 3 were influenced. We are providing more academic supports for students, continuing with student wellness supports, developing our multi-tiered system of support, and developing more robust parent education opportunities.

English Learner Support Spring Survey: in a one on one interview with a staff member, English Learners and long term English Learners identified needing more support in the areas of speaking English and in writing English. They consistently asked for more practice time in learning English to develop their fluency. These responses the LCAP in Goal 1, Action 8 and 14 where we will ensure proper materials and support classes to work with teachers and classmates in develop English fluency skills.

Equity Multiplier Goals:

Goal 5 - Valley Community School - Atwater students will improve their attendance as measured by the Chronic Absenteeism rate by 15% in Dataquest, increase the number of students meeting Prepared status in the College & Career Indicator to Low status or 10% Prepared, and maintain the graduation rate at 100% by the end of 2024/2025. Atwater qualified for EM funds due to a non-stability rate of 86.2% and a high low-income student group of 89 %. Local data shows that the school has a high chronic absenteeism rate, a low number of students meeting the Prepared definition for the CCI, a low 4/5 year cohort graduation rate, and only 34% of teachers possess a clear credential in their assigned field. Specific feedback received from all educational partners on how the school can improve on these metrics and help EL, SED, and Hispanic students included providing tutoring, additional bilingual staff/resources, and assistance for students on the college transition process. These recommendations were gathered through surveys and meetings and were utilized to develop the actions related to

this Goal. The school will improve performance by implementing the actions and will measure progress with the Chronic Absenteeism Rate, College & Career Indicator, 4/5 year Graduation rate, and Teacher Preparation and Status provided on our annual SARC report.

Goal 6 - Valley Community School - Los Banos student groups including English Learners, Hispanic Youth, and Socioeconomically Disadvantaged students will increase the # of students meeting Prepared status in the College & Career Indicator to the Low Status and increase the Graduation Rate to 68% or above and increase the % of ELs making progress on the ELPAC to 35%. Los Banos qualified for the EM funds due to a non-stability rate of 74.2% and a high low-income student group of 89 %. The CA School Dashboard for the 2022/23 school year has identified three areas that must be addressed with these funds. We have a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a high suspension rate, a low % of English Learners (EL) making progress on their ELPAC assessment, and only 32.5% of teachers possess a clear credential in their assigned field. Specific feedback received from all educational partners on how the school can improve on these metrics and help EL, SED, and Hispanic students included providing tutoring, additional bilingual staff/resources (including teachers and instructional aides), and assistance for students on the college transition process. These recommendations were gathered through surveys and meetings and were utilized to develop the actions related to this Goal. The school plans to improve performance by implementing the actions included and will measure progress with the Suspension Rate, College & Career Indicator, ELPI status, and Teacher Preparation and Status provided on our annual SARC report.

Goal 7 - Within 3 years, Valley Community School - Merced student groups including English Learners, Hispanic Youth, and Socioeconomically Disadvantaged students will increase the # of students meeting Prepared status in the College & Career Indicator to 10% as measured by CCI, increase the Graduation Rate to at least 68% as measured by the 4/5 year cohort graduation rate, increase the % of ELs making progress on the ELPAC to 35% as measured by the ELPI, and increase the % of prepared teachers as shown on the SARC. Merced qualified for the EM funds due to a non-stability rate of 78.2% and a high low-income student group of 95%. The CA School Dashboard for the 2022/23 school year has identified three areas that must be addressed with these funds. We have a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a low graduation rate, a low % of English Learners (EL) making progress on their ELPAC assessment, and only 80% of teachers possess a clear credential in their assigned field. Specific feedback received from all educational partners on how the school can improve on these metrics and help EL, SED, and Hispanic students included providing additional bilingual staff/resources and assistance for students on the college transition process. These recommendations were gathered through surveys and meetings and were utilized to develop the actions related to this Goal. We plan to improve performance by implementing the actions and will measure progress with the Graduation Rate, College & Career Indicator, ELPI status, and Teacher Preparation and Status provided on our annual SARC report.

Goal 8 - Juvenile Court School student groups including Hispanic Youth and Socioeconomically Disadvantaged students will decrease the Suspension rate to 10% or less. The Juvenile Court School qualified for the EM funds due to a non-stability rate of 93.8% and a high low-income student group of 100%. The CA School Dashboard for the 2022/23 school year has identified one area that must be addressed with these funds. We have a high number of students in the SED and Hispanic student groups being suspended and 0% of teachers possess a clear credential in their assigned field. Specific feedback received from all educational partners on how the school can improve on these metrics and help EL, SED, and Hispanic students included providing additional bilingual staff/resources and administrative assistance/support for students. These recommendations were gathered through surveys and meetings and were utilized to develop the actions related to this Goal. Within 3 years, we plan to improve performance by implementing the actions to reduce suspensions to 10% or less and improve teacher preparation. We will measure progress with the suspension rate and Teacher Preparation and Status provided on our annual SARC report.

Special Education: The Special Education Department gathered information from key community partners, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key community partners also included certificated staff, parents, English Learners Advisory Committee, and School Site Council members. The input was gathered from the community partners through Google surveys, virtual staff meetings, in-person advisory committee meetings (i.e. English Learner Advisory Committee and School Site Council Advisory Committee, and/or student/family events (i.e. Special Education Field Day at Schelby School). The MCOE Special Education Program surveys educational partners annually to solicit feedback on how the program is meeting students' needs, as well as to identify areas of improvement. This year's survey focused on identifying the top actions to focus on the LCAP for the College and Career Indicator (CCI) and Graduation Rate. There were 36 surveys filled out by staff, 31 from students in the Sierra Program, 13 from administrators, and 68 by parents, which were representative of the school demographics such as English Learners, low-income, and foster youth. Based on the educational partners' ratings, specific actions were written to address the CCI and Graduation Rate indicators in the red on the 2023 Dashboard.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency to be ultimately College & Career ready upon graduation.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
This Broad Goal was developed in response to Priorities 1, 2, 4, 7, and 8. Our LEA will continue this goal from the previous LCAP cycle. The goal focuses on ELA and Math academic achievement for all students in all student groups, but specifically for SED, EL, and SWD student groups, and English Proficiency for our English Learners. The metrics chosen will provide us with several indicators of our progress on this goal. Baselines included were provided from available data sources. Some actions included are required because we must address schools and students groups within those schools who are performing within the red indicator or very low status. This includes these student groups: Hispanic, SED, EL, Homeless, White, Foster Youth, and Student with Disabilities (SWD) in the areas of: ELPI, CCI, and CAASPP ELA & Math, and graduation rate. With educational partner input, the actions were created and prioritized and will be implemented to move forward in achieving this goal and the desired outcomes established. We will focus on academic measures such as CAASPP, ELPAC, local benchmark assessments, state and local database measures such as master scheduling, reclassification rates, credit completion, and educational partner feedback measures in reflection tools coupled together with actions including professional development, technology access, student monitoring, administering assessments, and providing supplemental curriculum and staff to help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP data in ELA (distance from standard) for 3 Valleys & JH	2022-23 for 3 Valleys/JH All Students: 153 points below standard			3 Valleys/JH All Students: 100 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 159 points below standard English Learners: 158.7 points below standard Foster Youth: not available Students with Disabilities: 204.6			SED: 100 points below standard English Learners: 100 points below standard Foster Youth: not available Students with Disabilities: 160 points below standard	
1.2	CAASPP data in Mathematics (distance from standard) for 3 Valleys & JH	2022-23 for 3 Valleys/JH All Students: 222.75 points below standard SED: 228.90 points below standard English Learners: 236.3 points below standard Foster Youth: not available Students with Disabilities: 283.10			3 Valleys/JH All Students: 180 points below standard SED: 180 points below standard English Learners: 180 points below standard Foster Youth: not available Students with Disabilities: 230 points below standard	
1.3	CAASPP data in Science (distance from standard) for 3 Valleys & JH	2024 will be the baseline year			will be determined based on 23/24 results	
1.4	English Learner Progress on ELPAC	2022/23 for 3 Valleys/JH All English Learners - 23.10%			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Access to Broad Course of Study - master schedule/courses	2023/24 = 100%			100%	
1.6	STAR360 data from Consolidated Assessment Proficiency Report in RL in READING with Student Growth Percentile (SGP) of 50 using "Latest Test"	2023-24 Grade Level Proficiency At/Above 50 SGP/Below 50 SGP All Students 42%/58% EL 40%/60% FY 50%/50% SED 43%/57% SWD 28%/72% Hispanic 41%/59%			Grade Level Proficiency At/Above 50 SGP/Below 50 SGP All Students 60%/40% EL 50%/50% FY 60%/40% SED 60%/40% SWD 40%/60% Hispanic 50%/50%	
1.7	STAR360 data from Consolidated Assessment Proficiency Report in RL in MATH with Student Growth Percentile (SGP) of 50 using "Latest Test"	2023-24 Grade level Proficiency At/Above 50 SGP/Below 50 SGP All Students 42%/58% EL 47%/53% FY 33%/67% SED 31%/69% SWD 34%/66% Hispanic 42%/58%			Grade Level Proficiency At/Above 50 SGP/Below 50 SGP All Students 50%/50% EL 50%/50% FY 50%/50% SED 40%/60% SWD 40%/60% Hispanic 50%/50%	
1.8	English 3D Growth Measure Assessment - % showing proficiency on most current Benchmark using GLE	2023/24 - 2+ grade levels below 27.5% 2 years below 37.19% 1 grade below 0%			Winter Benchmark 2+ grade levels below 10% 2 years below 10% 1 grade below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Grade Level Equivalence)	On Grade 8.33% Above Grade 0%			10% On Grade 50% Above Grade 20%	
1.9	EL reclassification rate	23/24 = 4%			10%	
1.10	% of students with disabilities enrolled in programs and services with access to general education more than 80% of their day	23/24= 100%			100%	
1.11	State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	23/24 - 5 point rating ELA avg. 3.43 ELD avg 3.09 Math avg. 3.23			4.00	
1.12	State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	23/24 - 5 point rating ELA avg. 3.86 ELD avg 3.64 Math avg. 3.77			4.00	
1.13	State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	23/24 - 5 point rating ELA avg. 3.23 ELD avg 3.14 Math avg. 3.27			4.00	
1.14	Administration of interim assessments - # for Year (1 ELA, 1 Math, and 1 ELPAC and 1 CAST) for each site	2023/24 - 10 administered (average 2.5 per site)			3 per site	
1.15	Annual credit completion averages	2023/24 - Q1/2 separated - average 11.4 credits 1st semester (no longer			Juvenile Hall Quarter - 15 credits	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		awarded at quarters) average 20 credits			Valley Semester - 25 credits	
1.16	Teachers credentialed/assignment s	21/22 for Valley/JH averages 37% Fully Credentialed and Properly Assigned 5% Intern Credentials 3% W/O Credentials Ineffective 34% Out of Field - Local Assignment Option 21% Incomplete			Valley/JH averages 50% Fully Credentialed and Properly Assigned 0% Intern Credentials 0% W/O Credentials Ineffective 50% Out of Field - Local Assignment Option % Incomplete	
1.17	Sufficient core instructional materials	2023/24 - 100%			100%	
1.18	College & Career Indicator (CCI)	2022/23 - Very Low Status ALL - 2.1% SED - 0.47%			Medium status - ALL - 35% Prepared SED - 35% Prepared	
1.19	Pupil Graduation Rate - 1 year DASS	2022/23 - 1 year DASS rate 81% avg all students 75.35% English Learners 79.9% SED * Students with disabilities * Foster Youth 80.3% Hispanic * Homeless			1 year DASS rate 85% avg all students 80% English Learners 85% SED * Students with disabilities * Foster Youth 85% Hispanic * Homeless	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Pupil Graduation Rate - 4/5 year cohort	4/5 year cohort rate 63.5% avg all students 69.35% English Learners 62.57% SED 68.8% Students with disabilities * Foster Youth 60.43% Hispanic 42.3% Homeless			4/5 year cohort rate 70% avg all students 75% English Learners 70% SED 75% Students with disabilities * Foster Youth 68% Hispanic 68% Homeless	
1.21	Percentage of pupils completing A-G requirements for UC and CSU entry	2022/23 - 0 %			10%	
1.22	% Proficient on the ELPAC assessment (Level 4)	2022/23 - ALL 3.39% LTELs 3.67%			ALL 15% LTELs 15%	
1.23	# of students receiving State Seal of Biliteracy	2023/24 - 1 student			5 students	
1.24	SPED: Pupil 4/5 Cohort Graduation Rate	SPED: Graduation Rate ALL 82.8% HISPANIC 81.1% SED 76.5% SWD 82.8%			SPED: Graduation Rate ALL 27% Hispanic 27% SED 28% SWD 27%	
1.25	SPED: Pupil 1 year DASS Graduation Rate	SPED: Graduation Rate ALL 82.8% HISPANIC 81.1% SED 76.5% SWD 82.8%			SPED: Graduation Rate ALL 92% HISPANIC 91% SED 86% SWD 92%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	SPED: College and Career Indicator (CCI)	SPED: CCI Indicator ALL 7.3% SED 8.3% SWD 7.3%			SPED: CCI Indicator ALL 17% SED 18% SWD 17%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Plan	To ensure continuous access to technology for our core and supplemental curriculum, we will create and implement a strategic technology refresh plan to provide devices/accessories/connection/repair to our students and instructional staff for learning and enrichment purposes.	\$268,644.60	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic Professional Development for Staff	We will provide professional development and collaboration time for the implementation of CCSS aligned instruction.	\$137,350.50	Yes
1.3	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.	\$73,668.54	No
1.4	EL Supplemental Curriculum & Materials	Core curriculum materials will be supplemented by providing resources for ELD instruction specifically designed for long-term English Learners. Professional development around support for English Learners will be provided for our instructional staff by program publishes and internal content Coordinators. Level high-interest book kits with be provided to ELs to continue building literacy during school breaks.	\$19,250.70	Yes
1.5	Formative and Benchmark Assessments	Local STAR 360 data shows the need to address low rates of academic growth among our Foster Youth and Socioeconomically disadvantaged (SED) student populations. To address this need, we will use the STAR 360 program and the Interim Assessment system to analyze student progress and target instruction.	\$16,222.50	Yes
1.6	Supplemental Instructional 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 and high intensity tutoring led by their site instructional coach. Students will be identified for additional support based on assessment data, grades, social/emotional needs, by referrals, Student Study Team (SST), or an Individualized Education Plan (IEP) Team.	\$618,373.59	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Career Technical Education	To increase career readiness among our unduplicated student population and 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.	\$525,750.68	Yes
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 teachers will provide scaffolded supports and modified assignments, which includes teacher created supplemental curriculum.	\$701,062.91	No
1.9	Highly Qualified Staff	Employ certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$3,170,752.92	No
1.10	Curriculum & Instruction	To increase college readiness among our unduplicated student population we will provide CCSS aligned A-G curriculum for the core program, credit recovery opportunities, and electives.	\$184,963.55	No
1.11	Student Online or Contracted Academic Support	We will contract with service providers to provide online tutoring and homework help and additional small group tutoring sessions with local college students majoring in education or retired teachers.	\$54,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Teacher and Student Instructional Supports	We will employ an additional certificated teacher to work with teachers and new instructional aides to deliver high-intensity support and interventions.	\$146,943.41	Yes
1.13	Supplemental Support Staff	The schools will employ additional staff to support student access to learning, by accurately identifying students and properly reporting student data.	\$2,139,896.99	Yes
1.14	EL Support classes	We will hire an itinerant EL teacher to hold weekly ELD classes to improve English fluency in the four domains using core and supplemental curriculum and administer the Interim ELPAC assessments. Our Long Term ELs will be prioritized for these support classes.	\$146,943.41	Yes
1.15	College Courses	The CA School Dashboard shows a need for improvement in the College & Career Indicator (CCI) for our EL, Hispanic, HY, SED, and White student groups. To increase college readiness among our unduplicated student population and we will offer college courses to our students as dual enrollment.	\$65,835.23	Yes
1.16	Staff Mentorship	To continuously develop staff's capacity, improve skill sets, and build strategies to work with students, we will provide program mentors for those staff within their first two years in their role.	\$14,059.50	No
1.17	Summer Session	To increase graduation rates for our Hispanic, SED, and HY according to the CA School Dashboard, our schools will offer summer session for seniors who need to complete credits to graduate with their cohort.	\$190,376.08	Yes
1.18	SPED: Expanded Work Opportunities	SPED: All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities such as the Wired Cafe, El Capitan Hotel, and Farm to Fork Initiative among	\$54,723.99	No

Action #	Title	Description	Total Funds	Contributing
		various other work sites spread out around the county, with oversight from the coordinator.		
1.19	SPED: Supplemental Curriculum and Training	SPED: The California Dashboard shows a need for improvement in the College and Career Indicator. MCOE Special Education is dedicated to preparing high school students for success after graduation, due to this, a new curriculum "Project Discovery" will be adopted. It focuses on career-readiness measures and preparing students for employment and independent living after high school. Transition Curriculum "Project Discovery" and Training will be provided to teachers, and coordinators on the new Transition curriculum that focuses on college and career exploration/preparation and is designed to prepare a student with an IEP for employment and independent living.	\$37,917.40	No
1.20	SPED: Alignment of Curriculum to Course of Study	SPED: Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards. Each course will be assigned a course ID number that is specific for that particular subject; for example, English 1 #1234, World History #3456. Course ID numbers will be entered into the AERIES and transcripts will be created for each student.	\$42,710.35	No
1.22	SPED: Alternate Diploma Pathway Professional Development	SPED: The California Dashboard shows a need for improvement in the Graduation Rate. Professional development will be provided to coordinators and teachers on the new Alternate Diploma Pathway course of study aligned with state standards. The training includes the grading rubric and instruction in various subject matters.	\$12,413.54	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Broad Goal was developed in response to Priorities 3 and 6. Our LEA identified the need to continue this goal after reviewing educational partners' feedback and survey results. We want to increase the engagement and support of students and parents as educational partners and decision-makers. We want our students to exercise leadership skills on campus and develop a connection to their school by participating in school events and activities. Also, our desire it to increase parent engagement and participation in school events. The metrics chosen will provide us with several indicators of our progress on this goal. Baselines included were provided from available local data sources. Some actions included are required because we must address schools and student groups within those schools who are performing within the red indicator or very low status. This includes these student groups: Hispanic, SED, EL, Foster Youth, and Student with Disabilities (SWD) in the area of suspension. With educational partner input, the actions were created and prioritized and will be implemented to move forward in achieving this goal and the desired outcomes established.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Suspension Rate	2022/2023 - average 8.53% - All students 9.75% - English Learners 8.45% - SED 10.30% - Foster Youth 11.10% - Students with Disabilities			7% - All students 7% - English Learners 7% - SED 7% - Foster Youth 7% - Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Spring School Climate Surveys % Students reporting strongly agree or agree We need to add for staff and parents/community as well?	2023/24- I feel safe in school 95% I feel supported by school staff. 85% I feel staff truly care for me. 87% When I feel upset.....there is someone I can talk to. 75%			I feel safe in school 95% 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%	
2.3	Field Trip Opportunities	20 field trips			22 field trips	
2.4	School Events held - Family nights, heritage day, Back to School, Open House, orientations, movie night, BBQ	20 planned events			22 planned events	
2.5	Activities/Clubs/Leadership group	18 planned activities			20 planned activities	
2.6	Parent Engagement and Participation Rate as measured by survey % reporting strongly agree or agree, including parental participation for students with disabilities.	2023/24 - 50%			70% ALL Families 25% Families with SWD	
2.7	Parent participation in school meeting, events, activities, committees and surveys per count or login sheets	55%			75%	
2.8	# of Mental Wellness activities/events	2024/25 - will be our baseline year			to be determined in 2024/25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided to students and their families					
2.9	# of incidences reported on Gaggle	2024/25 will be our baseline year			to be determined in 2024/25	
2.10	SPED: Suspension Rate Indicator	SPED: Suspension Rate ALL 2.6% FY 17.1% AA 10%			SPED: Suspension Rate ALL 1.4% FY 13% AA 6%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Leadership Activities	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.	\$21,630.00	No
2.2	Professional Development & Resources in SEL Wellness	We will provide 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.	\$35,589.57	Yes
2.3	Multi Tiered System of Support	Develop MTSS tools for identification of resources and services provided to students for behavioral, academic, and social-emotional needs that foster a learning environment with an appreciation of diversity and develops the whole child.	\$201,680.29	No
2.4	Parent Education	After review local survey results by our families, we will provide and encourage participation in parent involvement activities and parent education classes, including parents of students with disabilities, such as: Common Core State Standards, school programs used, gang awareness, graduation requirements, substance abuse, mental health.	\$42,186.07	Yes
2.5	Student Wellness Supports	Offer counseling and mentoring services to students to address high rates of social-emotional learning and physical wellness needs.	\$503,883.84	Yes
2.6	Safe School Environment	To promote a safe school learning environment we will employ a School Resource Officer and Campus Supervisors to build rapport with students, maintain a safe school environment (including off campus school experiences), and conduct home visits to develop the school/family connection, provide annual training for our safety personnel, and use a software program to monitor all staff, students, and guests to each	\$444,376.45	Yes

Action #	Title	Description	Total Funds	Contributing
		campus. Our school will monitor online school safety with a management program.		
2.7	Alternative Discipline Training	We will provide administrative and staff training on using alternative discipline options to suspension.	\$27,037.50	Yes
2.8	Homeless Youth Resources	We will provide resources to our Homeless Youth to reduce barriers of accessing and attending school.	\$6,489.00	Yes
2.9	Foster Youth	We will provide annual training for our staff from our County Office Foster Youth Coordinating Program in trauma informed care and practice and understanding the law supporting FY.	\$0.00	Yes
2.10	SPED: Foster Youth	The CA School Dashboard shows a need for improvement in the suspension rate for our Foster Youth. We will provide annual training for our staff from our County Office Foster Youth Coordinating Program in trauma-informed care and practice and understanding the law supporting FY.	\$0.00	No
2.11	SPED: Behavior Support to Improve Pupil Well-being	The CA School Dashboard data shows the need to address high rates of suspension among our Foster Youth and African American student population. To address this need, we will provide administrative and staff training on using alternative discipline options to suspension such as Restorative Justice.	\$3,731.18	No
2.13	SPED: Safe School Environment	The CA School Dashboard shows high rates of suspension within our FY and African American student groups. To address these needs and to promote a safe school learning environment we will employ a Campus Supervisor to build rapport with students and maintain a safe school environment.	\$56,577.52	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Decrease the number of chronically absent students (10 or more absences in the Fall semester) by 7% by 2027, as measured by local data from our SIS monitored on a quarterly basis.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This Focus Goal was developed in response to Priority 5 and is carried forward from the previous LCAP cycle at the request of our educational partners.. Attending school is a critical factor in the success of our students in providing them support academically, behaviorally, and social-emotionally, and to the success of completing high school and making a smooth transition into college and/or career. Based upon local data from our Student Information System (SIS), statewide data on the CA School Dashboard, DataQuest, and educational partner feedback from surveys, we decided to continue our specific goal focused on decreasing the chronic absenteeism rate of our students. Statewide data shows that our chronic absenteeism rates are high amongst all students (53.18%) and even higher among our Foster Youth students (68.75%). The low-income students have the same high chronic absenteeism rate as all students. When compared to the State of California's chronic absenteeism rate for all students and specific student groups, our high rates are concerning and must be addressed. In our local survey feedback, our staff (97%), student (85%), and parent/family (98%) combined educational partner voices shared that actions and services to reduce truancy and increase attendance should be a focus this year. In addition, the Leadership Team feels this area needs to be a Focus goal this year because improvement to attendance was made but with Leadership changes at 2 sites, the momentum needs to continue with building a sustainable system of tiered supports. We will continue to do a better job communicating the importance of student attendance and improving the understanding of why this is an important goal for all of our educational partner groups. The actions created within this goal are intended to decrease this chronic absenteeism rate for our student populations. We incorporated a variety of attendance metrics to comprehensively measure our progress in attendance in this upcoming year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate as measure by P2	2023/24 - 80%			85%	
3.2	Chronic absenteeism rate for Valleys and JH	2022/23 - Average 53.18% All Student 50.05% English Learners			Average 45% All Student 45% - Unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52.88% SED 68.75% Foster Youth 44.48% Students with Disabilities			students 45% English Learners 45% SED 60% Foster Youth 40% Students with Disabilities	
3.3	Students with 90% or better attendance in Fall Semester	2023/24 = 57%			60%	
3.4	Students with 10 or more absences in Fall Semester for students enrolled longer than 30 days	2023/24 = 37%			30%	
3.5	SART is scheduled and held (School Attendance Review Team) for those who meet criteria	100% of families who meet criteria will have a SART meeting and a plan in place			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	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.	\$19,906.09	No
3.2	Tiered Interventions & Supports	We will implement a system of interventions (Aeries referrals) for tiered re-engagement supports and establish SART (School Attendance Review Team) support services	\$107,708.75	Yes
3.3	High Interest Activities	We will offer high interest activities for students (field trips, enrichment and after school activities - AD, Driver's Ed, gaming, sports, music, cooking, photography, STEAM, robotics, life skills)	\$16,382.67	Yes
3.4	Incentives and Recognition	We will offer high interest incentives through our PBIS and Restorative Justice programs and positive recognition to increase student participation and morale.	\$19,963.24	Yes
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.	\$10,515.42	No
3.6	Transportation	According to our local climate surveys, students identified lack of transportation as one of the top 2 reasons for not attending school. In order to reduce this barrier and increase attendance rates, the schools will	\$334,183.50	No

Action #	Title	Description	Total Funds	Contributing
		provide transportation by bus/van/bus tokens to students to attend during the regular school year.		
3.7	Summer Transportation	According to our local climate surveys, students identified lack of transportation as one of the top 2 reasons for not attending school and also identified that for additional help they preferred 1:1 sessions. In our summer session, we will provide transportation for students to attend their 1:1 sessions with their assigned teacher.	\$10,815.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Merced COE will maintain facilities in good repair and provide coordinating services in support of Foster Youth and Expelled Youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This Maintenance Goal was developed in response to Priorities 1, 9, and 10. is carried forward from the previous LCAP cycle at the request of our educational partners. This goal includes services required to be provided by County Offices of Education. Our COE is not looking to increase or improve the desired outcomes of each of the actions below, but at least maintain the baseline reported. These include actions for well-maintained school facilities, our triennial plan for expelled students, and coordination of services for foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School facilities are maintained and in good repair as measured by the SARC	2023/24 - 29/32 = 91% Good or Exemplary			95%	
4.2	Triennial Plan for Expelled Students- maintain % of school districts involved in reviewing and using services of plan	2023/24 - 100%			100%	
4.3	Staff logs for school districts receiving training/supports/direct services	2023/24 - 100% (20 districts plus MCOE)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Collaboration with agencies for FY support as measured by logs and sign in sheets	2023/24 - 12 agencies			13 agencies	
4.5	Direct services to unduplicated FY as measured by staff logs	2023/24 - 287 students			200 unduplicated students	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Triennial Plan for Expelled Youth	Provide services for Expelled Youth per the Triennial plan with our school districts	\$44,618.36	No

Action #	Title	Description	Total Funds	Contributing
4.2	Facilities & Maintenance	To maintain Good/Exemplary ratings on the Facility Inspection Tool (FIT), the schools will ensure adequate facilities conducive to learning through building maintenance, upgrades, and equipment as needed.	\$1,223,795.12	No
4.3	Identification of Foster Youth	Assist school districts and other service providers in the identification of foster youth students and help with gathering necessary documentation to provide seamless educational support.	\$227,151.34	No
4.4	Collaboration of provisions and Technical Assistance	Assist school districts with connections to Merced Human Services Agency for the purposes of development and coordination of and MOU. Continue collaboration with HSA to oversee the implementation of the foster care provisions of ESSA (Every Student Succeed Act) and continue to offer technical assistance, guidance, and support as LEAs develop, finalize, and implement their local transportation plans.	\$16,225.10	No
4.5	LCAP Oversight and Support	Provide information to school districts in the development of their LCAP with respect to actions and services for foster youth. Provide oversight of the district's LCAP's as it pertains to foster youth services and actions.	\$16,225.10	No
4.6	Foster Youth Support Services	Provide support services to foster youth such as: transportation assistance, tutorial services, postsecondary education options and referrals, financial aid and college applications, and referrals to local support agencies.	\$111,257.80	No
4.7	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 transportation assistance, processes associated with attending college and/or vocational school and career exploration.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Professional Development and Support	Offer county-wide trainings, presentation, workshops, and technical support to assist school districts in establishing protocols for identifying and enrolling foster youth, and education related services.	\$92,714.83	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within 3 years, Valley Community School - Atwater students will improve their attendance by 15% as measured by the Chronic Absenteeism rate in Dataquest, increase the number of students meeting Prepared status in the College & Career Indicator to 10% Prepared, maintain the graduation rate at 100% on the CA School Dashboard, and increase the % of prepared teachers as shown on the SARC.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Valley Community School - Atwater qualified for the Equity Multiplier funds due to a non-stability rate of 86.2% and a high low-income student group of 89 %. The school's n size for the previous year yields no data on the CA School Dashboard for the 2022/23 school year, so we used our local data to conduct a needs assessment for our school. This analysis indicated that we have a high chronic absenteeism rate, a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a low 4/5 year cohort graduation rate, and only 34% of teachers possess a clear credential in their assigned field. We plan to improve performance by implementing the actions included in this goal and will measure progress with the Chronic Absenteeism Rate, College & Career Indicator, 4/5 year Graduation rate, and Teacher Preparation and Status provided on our annual SARC report.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	2022/23 All 75% No student groups listed			All 60%	
5.2	% of Prepared Students	2022/23 33% student Prepared 1/3			10% of 12th graders will be Prepared	
5.3	1 year Graduation Rate (with 30 consecutive calendar days enrolled)	2022/23 All 100% 2/2 (with			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Atwater IS combined with Daily 37/65 60%)				
5.4	4/5 year Graduation Rate	2022/23 All 67% 2/3 students			100%	
5.5	Teacher Preparation & Placement	2021/22 Clear 34.1% Out of Field (LAO) 30.4% Intern 20.3% Ineffective 6.8% Incomplete 8.4%			Clear 70% Out of Field (LAO) 30% Intern 0% Ineffective 0% Incomplete 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College Transition Specialist	To address the low CCI rate, the school will hire a part time College Transition Specialist (0.6 FTE) 180 days to work with students in enrolling in community college and dual credit courses, including supporting the students in learning to navigate the online classroom and course assistance.	\$40,393.38	No
5.2	Bilingual Instructional Aides	To work with students in work completion and attending school regularly, we will hire 2 bilingual Instructional Aides to work with identified students who are not on track to graduate with their cohort.	\$127,883.05	No
5.3	College Student Tutors	To tutor students and provide homework assistance in a 1:1 setting we will hire three college student workers.	\$24,820.43	No
5.4	Math TOSA	To increase CAASPP Scores in Math to Level 3 and 4 which will increase the # of prepared students in the CCI Indicator we will hire a .40 FTE math Intervention TOSA to share best practices in math strategies to our teachers.	\$58,777.36	No
5.5	Teacher Preparation & Placement	Teachers and mentors will be provided with stipends to promote teacher preparation and placement at this site. A lead teacher will provide guidance and mentorship to certificated staff. Other buddy mentors will be provided a stipend to help prepare those in an internship program.	\$3,244.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within 3 years, Valley Community School - Los Banos students groups including English Learners, Hispanic Youth, and Socioeconomically Disadvantaged students will increase the # of students meeting Prepared status in the College & Career Indicator from 0 to 10%, decrease the Suspension Rate to 10% or less, increase EL Progress on the ELPAC assessment to 35%, and increase the % of prepared teachers as measured by the suspension rate, CCI rate, ELPI and SARC.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Valley Community School - Los Banos qualified for the Equity Multiplier funds due to a non-stability rate of 74.2% and a high low-income student group of 89 %. The CA School Dashboard for the 2022/23 school year has identified three areas that must be addressed with these funds. We have a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a high suspension rate, a low % of English Learners (EL) making progress on their ELPAC assessment, and only 32.5% of teachers possess a clear credential in their assigned field. We plan to improve performance by implementing the actions included in this goal and will measure progress with the Suspension Rate, College & Career Indicator, ELPI status, and Teacher Preparation and Status provided on our annual SARC report.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate	2022/23 ALL 12.7% EL 11.7% Hispanic 13.1% SED 12.4%			All 10% or less	
6.2	% of Prepared Students	0% prepared status			10%	
6.3	% making progress on ELPAC (ELPI)	18.3% making progress			35%	
6.4	Teacher Preparation & Placement	2021/22 Clear 32.5%			Clear 70% Out of Field (LAO)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Out of Field (LAO) 35.4% Intern 0% Ineffective 4% Incomplete 28.2%			30% Intern 0% Ineffective 0% Incomplete 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	EL TOSA	To address the low growth rate of English Learners on the ELPAC, we will hire 1.0 FTE TOSA to provide EL best practices and strategies in the ELD Framework for our teachers and deliver Designated ELD	\$146,943.41	No

Action #	Title	Description	Total Funds	Contributing
6.2	Bilingual Instructional Aide	To support English Learners in their classes, we will hire 2 additional Instructional Aide to support ELs in their coursework and in assessments	\$95,912.83	No
6.3	Teacher Training	To support teachers in their practice and strategies with ELs, we will provide ELA/ELD SEAL Training with content Coordinators to coach, demonstrate, observe, and plan instruction with teaching staff.	\$8,305.92	No
6.4	College Transition Specialist	To address the low CCI rate, the school will hire a part time College Transition Specialist (.40 FTE) to enroll students in community college and support their coursework	\$26,928.92	No
6.5	Math TOSA	To increase CAASPP Scores in Math to Level 3 and 4 which will increase the # of prepared students in the CCI Indicator we will hire a .60 FTE math Intervention TOSA to share best practices in math strategies to our teachers	\$88,166.04	No
6.6	Administrator Training	To decrease suspensions we will send our administrative staff to annual training/conferences to learn alternatives to suspension.	\$5,407.50	No
6.7	Safe School Environment	To address the high suspension rate, the school will hire a campus supervisor to provide oversight to students and develop relationships to maintain a safe school environment	\$72,804.42	No
6.8	Teacher Preparation & Placement	Teachers and mentors will be provided with stipends to promote teacher preparation and placement at this site. A lead teacher will provide guidance and mentorship to certificated staff. Other buddy mentors will be provided a stipend to help prepare those in an internship program.	\$6,489.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within 3 years, Valley Community School - Merced student groups including English Learners, Hispanic Youth, and Socioeconomically Disadvantaged students will increase the # of students meeting Prepared status in the College & Career Indicator to 10%as measured by CCI, increase the Graduation Rate to at least 68% as measured by the 4/5 year cohort graduation rate, increase the % of ELs making progress on the ELPAC to 35% as measured by the ELPI, and increase the % of prepared teachers as shown on the SARC.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Valley Community School - Merced qualified for the Equity Multiplier funds due to a non-stability rate of 78.2% and a high low-income student group of 95%. The CA School Dashboard for the 2022/23 school year has identified three areas that must be addressed with these funds. We have a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a low graduation rate, a low % of English Learners (EL) making progress on their ELPAC assessment, and only 80% of teachers possess a clear credential in their assigned field. We plan to improve performance by implementing the actions included in this goal and will measure progress with the Graduation Rate, College & Career Indicator, ELPI status, and Teacher Preparation and Status provided on our annual SARC report.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	1 Year Graduation Rate	2022/23 All 71.7% ELs 66.7% SED 70.1% Hispanic 70.6%			All 75% ELs 70% SED 75% Hispanic 75%	
7.2	4/5 Year Graduation Rate	2022/23 All 64.1% ELs 58.1% SED 62.3% Hispanic 60.4%			All 68%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	% of Prepared Students	2022/23 2.1% prepared status			10%	
7.4	% making progress on ELPAC (ELPI)	2022/23 ELs 27.9 % making progress			35% Level 2	
7.5	Teacher Preparation & Placement	2021/22 Clear 80.3% Out of Field (LAO) 19.7% Intern 0% Ineffective 0% Incomplete 0%			Clear 90% Out of Field (LAO) 10% Intern 0% Ineffective 0% Incomplete 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	College Transition Specialist	To address the low CCI rate, the school will hire a College Transition Specialist (1 FTE) to enroll students in community college and support their coursework	\$67,322.29	No
7.2	College Student workers	To tutor students in a 1:1 setting we will hire two part time college student workers to support students in the completion of their coursework to stay on track to graduate with their cohort.	\$26,897.99	No
7.3	Bilingual Instructional Aide	To support English Learners in their classes, we will hire an additional Instructional Aide to support ELs in their coursework and in assessments	\$63,941.52	No
7.4	Teacher Preparation & Placement	Teachers and mentors will be provided with stipends to promote teacher preparation and placement at this site. A lead teacher will provide guidance and mentorship to certificated staff. Other buddy mentors will be provided a stipend to help prepare those in an internship program.	\$6,489.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Juvenile Court School student groups including Hispanic Youth and Socioeconomically Disadvantaged students will decrease the Suspension rate to 10% or less.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Juvenile Court School qualified for the Equity Multiplier funds due to a non-stability rate of 93.8% and a high low-income student group of 100%. The CA School Dashboard for the 2022/23 school year has identified one area that must be addressed with these funds. We have a high number of students in the SED and Hispanic student groups being suspended and 0% of teachers possess a clear credential in their assigned field. Within 3 years, we plan to improve performance by implementing the actions included in this goal to reduce suspensions to 10% or less and improve teacher preparation. We will measure progress with the suspension rate and Teacher Preparation and Status provided on our annual SARC report.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	2022/23 All 21.4% Hispanic 21.6% SED 21.4%			All 10% or less	
8.2	Teacher Preparation & Placement	2021/22 Clear 0% Out of Field (LAO) 49.5% Intern 0% Ineffective 1..5% Incomplete 49%			Clear 50% Out of Field (LAO) 50% Intern 0% Ineffective 0% Incomplete 0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Bilingual Instructional Aide	To support incarcerated students in their classes, we will hire an additional Instructional Aide to support in their coursework and in assessments and provide 1:1 tutoring.	\$63,941.52	No
8.2	Staff Training	Staff Training - To decrease the suspension rate, Internal Coordinators will provide strategies to staff in classroom management, restorative practices, and alternatives to suspension	\$10,295.88	No
8.3	Admin Clerk	The school will hire an admin clerk to maintain accurate files including EL data maintenance, proper identificaiton of student groups, accurate entry of attendance and discipline for the high turnaround of students.	\$70,200.17	No

Action #	Title	Description	Total Funds	Contributing
8.4	Administrator Training	To decrease suspensions we will send our administrative staff to annual training/conferences to learn alternatives to suspension.	\$5,407.50	No
8.5	Teacher Preparation & Placement	Teachers and mentors will be provided with stipends to promote teacher preparation and placement at this site. A buddy mentor will be provided a stipend to help prepare those in an internship program.	\$1,622.25	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,257,879	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.300%	6.813%	\$1,183,924.28	19.113%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic Professional Development for Staff</p> <p>Need: The need to improve academic scores on the CAASPP, ELAC, and local STAR assessment.</p> <p>Scope: LEA-wide</p>	<p>We expect that by providing professional development and collaboration time for staff, the SED and EL student groups will improve in their academic achievement results.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA wide basis.</p>	<p>CAASPP Results ELPAC Results STAR360 Results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Action: EL Supplemental Curriculum & Materials Need: Scope:		
1.5	Action: Formative and Benchmark Assessments Need: Local STAR 360 data shows the need to address low rates of academic growth among our Foster Youth and SED student populations. Scope: LEA-wide	<p>We expect that by using the STAR 360 program and the Interim Assessment system to analyze student progress and target instruction, the performance of our Foster Youth and SED students will improve.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA wide basis.</p>	STAR 360 Results Interim Assessment metric
1.6	Action: Supplemental Instructional Staff Need: Statewide and local STAR 360 data show a need for supplemental instructional opportunities for our Socioeconomically Disadvantaged, foster youth, English Learners, and Special Education students to increase academic growth. Scope:	<p>We expect that by using the STAR 360 program and the Interim Assessment system to analyze student progress and target instruction, the performance of our Foster Youth and SED students will improve.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA wide basis.</p>	CAASPP Results ELPI STAR360 Results English 3D Growth Measures Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	<p>Action: Career Technical Education</p> <p>Need: The CA School Dashboard shows a need for improvement for all of our students. Our ALL student group has a 2.1% Prepared status and our SED student group had a 0.47% Prepared rate. The other student groups were not available for disaggregation.</p> <p>Scope: LEA-wide</p>	<p>We expect that by offering a CTE course program aligned with student interests there will be more CTE Pathway completers. We will also offer workshops from Career Technicians and work-based learning opportunities for students which will be reflected as an increase in the CCI.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA wide basis.</p>	CCI
1.11	<p>Action: Student Online or Contracted Academic Support</p> <p>Need: CA School Dashboard data shows the need to address low rates of academic growth among our English Learners, socioeconomically disadvantaged, and students with disabilities student populations. These three student groups are 6 to almost 60 points further below in ELA and 6 to 61 points further below in math. Only 23% of our ELs are making progress on the ELPI and only 8% are on grade level on the EL Growth Measures local assessment.</p> <p>Scope:</p>	<p>We expect that by providing online and in-person tutoring and homework help to the identified student groups, the level of academic achievement in CAASPP ELA and CAASPP math, the ELPI, and our local assessment results will improve for these student groups.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	CAASPP Results ELPI STAR360 Results English 3D Growth Measures Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.12	<p>Action: Teacher and Student Instructional Supports</p> <p>Need: CA School Dashboard data shows the need to address low rates of academic growth among our English Learners, socioeconomically disadvantaged, and students with disabilities student populations. These three student groups are 6 to almost 60 points further below in ELA and 6 to 61 points further below in math. Only 23% of our ELs are making progress on the ELPI and only 8% are on grade level on the EL Growth Measures local assessment.</p> <p>Scope: LEA-wide</p>	<p>We expect that by providing online and in-person tutoring and homework help to the identified student groups, the level of academic achievement in CAASPP ELA and CAASPP math, the ELPI, and our local assessment results will improve for these student groups.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>CAASPP Results ELPI STAR360 Results English 3D Growth Measures Assessment</p>
1.13	<p>Action: Supplemental Support Staff</p> <p>Need: The CA School Dashboard shows the need to address the graduation rate and CCI for our SED and EL student groups. Both student groups have lower rates than the ALL student group on the 1 year DASS graduation rate and the ALL student group has a 2.1% Prepared status and our SED student group has a 0.47% Prepared rate. The other student groups were not available for disaggregation.</p>	<p>We expect that by employing supplemental staff to help support student access to learning accurately identify students and provide for proper data reporting that the graduation rate and CCI rate will improve,</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>Graduation Rate CCI Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.15	Action: College Courses Need: The CA School Dashboard shows the need to address the CCI for our SED and EL student groups. The ALL student group has a 2.1% Prepared status and our SED student group has a 0.47% Prepared rate. The other student groups were not available for disaggregation. Scope: LEA-wide	<p>We expect that by offering dual enrollment college courses for our students with support from start to finish of the semester course, that our CCI rate will improve,</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	CCI
1.17	Action: Summer Session Need: The CA School Dashboard shows the need to address the graduation rate for our SED and EL student groups. Both student groups have lower rates than the ALL student group on the 1 year DASS graduation rate. Scope: LEA-wide	<p>We expect that if we offer summer session to students, they were earn more credits than the regular school year which leads to course completion and meeting the graduation requirements with the goals of graduation with their cohort year.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	Credit Completion Averages Graduation Rates
2.2	Action: Professional Development & Resources in SEL Wellness	We expect that by providing resources, materials, and training to staff and students, the school climate survey rates will improve as a response	School Climate Survey results Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 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 and from the staff who work with these youth on a daily basis.</p> <p>Scope: LEA-wide</p>	<p>and students will develop coping skills and the suspension rate will decrease as well.</p> <p>Based on available local survey data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
2.4	<p>Action: Parent Education</p> <p>Need: Our school climate surveys collected from our families self-identifying as low-income households, showed a need for more parent education classes and parent involvement activities. 50% of our families stated they were not involved in our schools including school events, committees, or meetings.</p> <p>Scope: LEA-wide</p>	<p>We expect that by providing resources, materials, and workshops to our families in topics they requested including learning about their child's online classes, the school climate survey rates will improve as a response.</p> <p>Based on available local survey data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>School Climate Survey results</p> <p>Parent Participation %</p>
2.5	<p>Action: Student Wellness Supports</p> <p>Need: DataQuest shows a suspension rate of 8.53% for ALL students, however our EL student group is 9.75%, Homeless Youth is 8.6%, and</p>	<p>We expect that by implementing counseling and mentoring services to our students, the suspension rate will decrease and the student climate survey results will improve,</p> <p>Based on available statewide data, local data, resources we have, programmatic and fiscal</p>	<p>School Climate Survey results</p> <p>Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>our FY is 10.30%. In our student climate survey, only 75% of students state that there is someone they can talk to when they feel upset at school.</p> <p>Scope: LEA-wide</p>	<p>impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
2.6	<p>Action: Safe School Environment</p> <p>Need: DataQuest shows high rates of suspension within our EL, FY, Hispanic and SWD student groups. These student groups have higher suspension rates than the ALL student group. In the local climate survey, 95% of students and 83% of our families stated they felt safe at school.</p> <p>Scope: LEA-wide</p>	<p>We expect that by employing a student resource officer and several campus supervisors to build relationships with students and monitor their actions, by monitoring online safety with a new program, and by having all visitors to campus be screened by the front office, the suspension rate will decrease and the student climate survey results of feeling safe will increase.</p> <p>Based on available statewide data, local data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	School Climate Survey results Suspension Rate
2.7	<p>Action: Alternative Discipline Training</p> <p>Need: DataQuest shows a suspension rate of 8.53% for ALL students, however our EL student group is 9.75%, Homeless Youth is 8.6%, and our FY is 10.30%.</p> <p>Scope:</p>	<p>We expect that by sending our administrators to training to learn about alternative methods to suspension and to bring that information to their staff to share in the learning, the school will implement a program that provides alternatives that will reduce the suspension rate.</p> <p>Based on available statewide data, local data, resources we have, programmatic and fiscal impact, and the student populations we serve, we</p>	Suspension rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	believe these trainings will have a positive impact for all of our students on an LEA-wide basis.	
3.2	<p>Action: Tiered Interventions & Supports</p> <p>Need: According to Dataquest, our Foster Youth student group has the highest rates of chronic absenteeism and lowest rates of attendance at 68.75% and our SED students are at 53%.</p> <p>Scope: LEA-wide</p>	<p>We expect that if our school implements a tiered intervention approach to improving attendance where a systematic process is developed and followed for referrals and tiered re-engagement for attendance and SART meetings are scheduled to determine the best course of action the chronic absenteeism rates will improve.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>Attendance Rate</p> <p>Chronic Absenteeism Rate</p> <p>Local Aeries data</p> <p>SART meeting %</p>
3.3	<p>Action: High Interest Activities</p> <p>Need: According to Dataquest, our Foster Youth student group has the highest rates of chronic absenteeism and lowest rates of attendance at 68.75% and our SED students are at 53%.</p> <p>Scope: LEA-wide</p>	<p>We expect that if our school offers high interest activities to students they will be interested in participating and attending school more and the chronic absenteeism rates will improve.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>Attendance Rate</p> <p>Chronic Absenteeism Rate</p> <p>Local Aeries data</p>
3.4	<p>Action: Incentives and Recognition</p> <p>Need:</p>	<p>We expect that if our school offers an incentive program for students to set goals and work towards them, the chronic absenteeism rates will improve.</p>	<p>Attendance Rate</p> <p>Chronic Absenteeism Rate</p> <p>Local Aeries data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to Dataquest, our Foster Youth student group has the highest rates of chronic absenteeism and lowest rates of attendance at 68.75% and our SED students are at 53%.</p> <p>Scope: LEA-wide</p>	<p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
3.7	<p>Action: Summer Transportation</p> <p>Need: According to our local climate surveys, students identified lack of transportation as one of the top 2 reasons for not attending school and also identified that for additional help they preferred extra 1:1 sessions. Since transportation is a barrier, when we offer summer session to students we will also offer transportation so students can attend sessions with their teachers and extra support sessions. The graduation rate for our SED students is lower than the all student group at an average of 62.5%.</p> <p>Scope: LEA-wide</p>	<p>We expect that if our school offers students summer transportation, the chronic absenteeism rates will improve. Summer session is intended for students to continue their education and earn credits towards graduation, so we also expect the graduation rate to improve if we provide students with transportation to and from school.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>Attendance Rate Chronic Absenteeism Rate Local Aeries data Graduation Rate</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: EL Supplemental Curriculum & Materials</p> <p>Need: The ELPI and local data show a need to increase the scores of our English Learners on the ELPAC assessment (only 23% making growth) and local Growth Measures Assessment (only 8% on grade level). We will provide additional curriculum and materials to increase the progress made on the ELPI by our English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We expect that by providing supplemental curriculum and training in the area of ELA/ELD, the ELPAC assessment results will improve with more students making progress and the local benchmark, English 3D Growth Measures Assessment will also show improvement.	CAASPP Results ELPI STAR360 Results English 3D Growth Measures Assessment ELPAC Proficiency level
1.14	<p>Action: EL Support classes</p> <p>Need: The CA School Dashboard shows a need to address the English Learner Progress Indicator and a local survey of ELs showed a need for increased support in the four domains.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We expect that hiring a teacher focused on English Learners with Long-Term ELs being prioritized to provide support classes, interim assessments, and strategies that follow the ELD framework, there will be growth in the ELPI, English 3D growth measure (local assessment) and an increase to our reclassification rate as well.	ELPI English 3D Growth Measures Assessment Reclassification Rate
2.8	<p>Action: Homeless Youth Resources</p>	By providing resources and meeting the basic needs of our Homeless Youth, we expect that this	CCI Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: The CA School Dashboard shows a need for improvement for Homeless Youth in the areas of the College & Career Indicator 0%(CCI) and graduation rate (55% for all of MCOE).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	student group will attend school regularly and have access to curriculum and instruction despite experiencing an unstable housing situation which will lead to being prepared status in the CCI and improving their graduation rate %.	
2.9	<p>Action: Foster Youth</p> <p>Need: The CA School Dashboard shows a need for improvement in the suspension rate for our Foster Youth 10.3% and the chronic absenteeism rate 68.75%.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing annual training to our staff from the Foster Youth Coordinating program on trauma-informed care and the laws protecting our FY, we expect to bring awareness to our staff and improve the suspension and chronic absenteeism rates for this student group.	Suspension Rate Chronic Absenteeism Rate

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

For action 2.9 there is no cost for this training that is provided to us on an annual basis. The planned percentage of Improved Services was determined by the cost for 2 half day sessions by an internal content coordinator. This is $\$480 \times 2 = \960 . This amount is 0% of our LCFF funding.

Additional Concentration Grant Funding

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

Merced COE does not receive additional concentration grant add-on funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,356,378	2,257,879	12.300%	6.813%	19.113%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,202,777.59	\$2,614,388.80		\$421,607.62	\$13,238,774.01	\$11,127,067.86	\$2,111,706.15

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology Plan	All		No					\$0.00	\$268,644.60	\$268,644.60				\$268,644.60	
1	1.2	Academic Professional Development for Staff	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$137,350.50	\$137,350.50				\$137,350.50	
1	1.3	Student Progress Monitoring	All		No					\$73,668.54	\$0.00	\$22,667.16			\$51,001.38	\$73,668.54	
1	1.4	EL Supplemental Curriculum & Materials	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$19,250.70	\$3,244.50			\$16,006.20	\$19,250.70	
1	1.5	Formative and Benchmark Assessments	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$16,222.50	\$16,222.50				\$16,222.50	
1	1.6	Supplemental Instructional Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$618,373.59	\$0.00	\$416,656.53	\$44,879.01		\$156,838.05	\$618,373.59	
1	1.7	Career Technical Education	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$525,750.68	\$0.00	\$438,149.18	\$87,601.50			\$525,750.68	
1	1.8	Individualized Learning	Students with Disabilities		No					\$701,062.91	\$0.00	\$481,571.40	\$219,491.51			\$701,062.91	
1	1.9	Highly Qualified Staff	All		No					\$3,170,752.92	\$0.00	\$3,170,752.92				\$3,170,752.92	
1	1.10	Curriculum & Instruction	All		No					\$184,963.55	\$0.00	\$102,782.53	\$82,181.02			\$184,963.55	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Student Online or Contracted Academic Support	Low	Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$54,075.00	\$54,075.00				\$54,075.00	
1	1.12	Teacher and Student Instructional Supports	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$146,943.41	\$0.00	\$146,943.41				\$146,943.41	
1	1.13	Supplemental Support Staff			Yes	LEA-wide		All Schools		\$2,139,896.99	\$0.00	\$1,895,250.88	\$142,645.52		\$102,000.59	\$2,139,896.99	
1	1.14	EL Support classes	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$146,943.41	\$0.00	\$146,943.41				\$146,943.41	
1	1.15	College Courses	Low	Income	Yes	LEA-wide	Low Income	All Schools		\$65,835.23	\$0.00	\$17,000.10	\$48,835.13			\$65,835.23	
1	1.16	Staff Mentorship	All		No					\$0.00	\$14,059.50	\$3,244.50			\$10,815.00	\$14,059.50	
1	1.17	Summer Session	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Valley Community Schools		\$190,376.08	\$0.00	\$190,376.08				\$190,376.08	
1	1.18	SPED: Expanded Work Opportunities	Students Disabilities	with	No					\$54,723.99	\$0.00		\$54,723.99			\$54,723.99	
1	1.19	SPED: Supplemental Curriculum and Training	Students Disabilities	with	No					\$0.00	\$37,917.40		\$37,917.40			\$37,917.40	
1	1.20	SPED: Alignment of Curriculum to Course of Study	Students Disabilities	with	No					\$42,710.35	\$0.00		\$42,710.35			\$42,710.35	
1	1.22	SPED: Alternate Diploma Pathway Professional Development	Students Disabilities	with	No					\$12,413.54	\$0.00		\$12,413.54			\$12,413.54	
2	2.1	Student Leadership Activities	All		No					\$21,630.00	\$0.00	\$21,630.00				\$21,630.00	
2	2.2	Professional Development & Resources in SEL Wellness	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$35,589.57	\$35,589.57				\$35,589.57	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Multi Tiered System of Support	All		No					\$18,382.26	\$183,298.03	\$18,382.26	\$183,298.03			\$201,680.29	
2	2.4	Parent Education	Low	Income	Yes	LEA-wide	Low Income	All Schools		\$41,104.57	\$1,081.50	\$1,081.50	\$41,104.57			\$42,186.07	
2	2.5	Student Wellness Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$503,883.84	\$0.00	\$503,883.84				\$503,883.84	
2	2.6	Safe School Environment	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$444,376.45	\$0.00	\$318,659.65	\$65,037.08		\$60,679.72	\$444,376.45	
2	2.7	Alternative Discipline Training			Yes	LEA-wide		All Schools		\$0.00	\$27,037.50	\$27,037.50				\$27,037.50	
2	2.8	Homeless Youth Resources	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$6,489.00	\$1,081.50			\$5,407.50	\$6,489.00	
2	2.9	Foster Youth	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$0.00	\$0.00	\$0.00				\$0.00	0
2	2.10	SPED: Foster Youth	Students Disabilities	with	No					\$0.00	\$0.00		\$0.00			\$0.00	
2	2.11	SPED: Behavior Support to Improve Pupil Well-being	Students Disabilities	with	No					\$0.00	\$3,731.18		\$3,731.18			\$3,731.18	
2	2.13	SPED: Safe School Environment	Students Disabilities	with	No					\$56,577.52	\$0.00		\$37,718.34		\$18,859.18	\$56,577.52	
3	3.1	Parent Communication	All		No					\$17,105.00	\$2,801.09	\$2,801.09	\$17,105.00			\$19,906.09	
3	3.2	Tiered Interventions & Supports	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$107,708.75	\$0.00	\$100,482.17	\$7,226.58			\$107,708.75	
3	3.3	High Interest Activities	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$16,382.67	\$16,382.67				\$16,382.67	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Incentives and Recognition	Foster Low Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$19,963.24	\$19,963.24				\$19,963.24	
3	3.5	Data Analysis	All	No					\$10,515.42	\$0.00	\$10,515.42				\$10,515.42	
3	3.6	Transportation	All	No					\$334,183.50	\$0.00	\$334,183.50				\$334,183.50	
3	3.7	Summer Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Valley Community Schools		\$10,815.00	\$0.00	\$10,815.00				\$10,815.00	
4	4.1	Triennial Plan for Expelled Youth	All	No					\$44,618.36	\$0.00	\$44,618.36				\$44,618.36	
4	4.2	Facilities & Maintenance	All	No					\$0.00	\$1,223,795.12	\$1,223,795.12				\$1,223,795.12	
4	4.3	Identification of Foster Youth	Foster Youth	No					\$227,151.34	\$0.00		\$227,151.34			\$227,151.34	
4	4.4	Collaboration of provisions and Technical Assistance	Foster Youth	No					\$16,225.10	\$0.00		\$16,225.10			\$16,225.10	
4	4.5	LCAP Oversight and Support	Foster Youth	No					\$16,225.10	\$0.00		\$16,225.10			\$16,225.10	
4	4.6	Foster Youth Support Services	Foster Youth	No					\$111,257.80	\$0.00		\$111,257.80			\$111,257.80	
4	4.7	Coordination of Services with Educational Partners	Foster Youth	No					\$0.00	\$0.00		\$0.00			\$0.00	
4	4.8	Professional Development and Support	Foster Youth	No					\$92,714.83	\$0.00		\$92,714.83			\$92,714.83	
5	5.1	College Transition Specialist	All	No					\$40,393.38	\$0.00		\$40,393.38			\$40,393.38	
5	5.2	Bilingual Instructional Aides	All	No					\$127,883.05	\$0.00		\$127,883.05			\$127,883.05	
5	5.3	College Student Tutors	All	No					\$24,820.43	\$0.00		\$24,820.43			\$24,820.43	
5	5.4	Math TOSA	All	No					\$58,777.36	\$0.00		\$58,777.36			\$58,777.36	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Teacher Preparation & Placement	All	No					\$3,244.50	\$0.00		\$3,244.50			\$3,244.50	
6	6.1	EL TOSA	All	No					\$146,943.41	\$0.00		\$146,943.41			\$146,943.41	
6	6.2	Bilingual Instructional Aide	All	No					\$95,912.83	\$0.00		\$95,912.83			\$95,912.83	
6	6.3	Teacher Training	All	No					\$0.00	\$8,305.92		\$8,305.92			\$8,305.92	
6	6.4	College Transition Specialist	All	No					\$26,928.92	\$0.00		\$26,928.92			\$26,928.92	
6	6.5	Math TOSA	All	No					\$88,166.04	\$0.00		\$88,166.04			\$88,166.04	
6	6.6	Administrator Training	All	No					\$0.00	\$5,407.50		\$5,407.50			\$5,407.50	
6	6.7	Safe School Environment	All	No					\$72,804.42	\$0.00		\$72,804.42			\$72,804.42	
6	6.8	Teacher Preparation & Placement	All	No					\$0.00	\$6,489.00		\$6,489.00			\$6,489.00	
7	7.1	College Transition Specialist	All	No					\$67,322.29	\$0.00		\$67,322.29			\$67,322.29	
7	7.2	College Student workers	All	No					\$26,897.99	\$0.00		\$26,897.99			\$26,897.99	
7	7.3	Bilingual Instructional Aide	All	No					\$63,941.52	\$0.00		\$63,941.52			\$63,941.52	
7	7.4	Teacher Preparation & Placement	All	No					\$0.00	\$6,489.00		\$6,489.00			\$6,489.00	
8	8.1	Bilingual Instructional Aide	All	No					\$63,941.52	\$0.00		\$63,941.52			\$63,941.52	
8	8.2	Staff Training	All	No					\$0.00	\$10,295.88		\$10,295.88			\$10,295.88	
8	8.3	Admin Clerk	All	No					\$70,200.17	\$0.00		\$70,200.17			\$70,200.17	
8	8.4	Administrator Training	All	No					\$0.00	\$5,407.50		\$5,407.50			\$5,407.50	
8	8.5	Teacher Preparation & Placement	All	No					\$0.00	\$1,622.25		\$1,622.25			\$1,622.25	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,356,378	2,257,879	12.300%	6.813%	19.113%	\$4,497,188.73	0.000%	24.499 %	Total:	\$4,497,188.73
								LEA-wide Total:	\$4,345,919.32
								Limited Total:	\$151,269.41
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Professional Development for Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$137,350.50	
1	1.4	EL Supplemental Curriculum & Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,244.50	
1	1.5	Formative and Benchmark Assessments	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$16,222.50	
1	1.6	Supplemental Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,656.53	
1	1.7	Career Technical Education	Yes	LEA-wide	English Learners Low Income	All Schools	\$438,149.18	
1	1.11	Student Online or Contracted Academic Support	Yes	LEA-wide	Low Income	All Schools	\$54,075.00	
1	1.12	Teacher and Student Instructional Supports	Yes	LEA-wide	English Learners Low Income	All Schools	\$146,943.41	
1	1.13	Supplemental Support Staff	Yes	LEA-wide		All Schools	\$1,895,250.88	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	EL Support classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$146,943.41	
1	1.15	College Courses	Yes	LEA-wide	Low Income	All Schools	\$17,000.10	
1	1.17	Summer Session	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Valley Community Schools	\$190,376.08	
2	2.2	Professional Development & Resources in SEL Wellness	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$35,589.57	
2	2.4	Parent Education	Yes	LEA-wide	Low Income	All Schools	\$1,081.50	
2	2.5	Student Wellness Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$503,883.84	
2	2.6	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$318,659.65	
2	2.7	Alternative Discipline Training	Yes	LEA-wide		All Schools	\$27,037.50	
2	2.8	Homeless Youth Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$1,081.50	
2	2.9	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$0.00	0
3	3.2	Tiered Interventions & Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$100,482.17	
3	3.3	High Interest Activities	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$16,382.67	
3	3.4	Incentives and Recognition	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$19,963.24	
3	3.7	Summer Transportation	Yes	LEA-wide	Low Income	All Schools Specific Schools: Valley Community Schools	\$10,815.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,051,137.28	\$7,982,488.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Plan	No	\$86,456.00	\$257,349.31
1	1.2	Professional Development	Yes	\$166,347.90	\$137,254.61
1	1.3	Individual Student Progress Monitoring	No	\$82,511.45	\$89,166.31
1	1.4	Supplemental Curriculum	No	\$12,319.98	\$10,676.45
1	1.5	Formative and Benchmark Assessments	Yes	\$15,766.87	\$15,766.87
1	1.6	Supplemental Staff	Yes	\$1,552,177.21	\$1,714,617.18
1	1.7	Career Technical Education	No	\$290,899.94	\$375,831.99
1	1.8	Individualized Learning	No	\$593,264.89	\$517,499.38
2	2.1	Build a Positive School Culture Advocating Student Leadership	No	\$2,501.82	\$12,974.73
2	2.2	Professional Development & Resources	Yes	\$26,907.60	\$13,089.10
2	2.3	Multi Tiered System of Support	No	\$105,782.62	\$85,952.58

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Parent Education	No	\$2,161.40	\$12,442.32
2	2.5	Student Supports	Yes	\$456,650.10	\$497,026.91
2	2.6	Safe School Environment	No	\$240,840.32	\$417,708.84
3	3.1	Parent Communication	No	\$13,537.32	\$15,214.91
3	3.2	Tiered Interventions & Supports	Yes	\$62,830.53	\$66,573.91
3	3.3	High Interest Activities	Yes	\$25,936.80	\$16,370.55
3	3.4	Incentives and Recognition	Yes	\$39,286.69	\$19,948.47
3	3.5	Data Analysis	No	\$9,646.53	\$9,882.95
4	4.1	Highly Qualified Staff	No	\$3,187,018.81	\$3,061,264.28
4	4.2	Curriculum & Instruction	No	\$83,877.16	\$102,706.50
4	4.3	Triennial Plan for Expelled Youth	No	\$32,950.69	\$38,818.32
4	4.4	Identification of Foster Youth	No	\$150,863.96	\$175,599.11
4	4.5	Transportation Services	No	\$15,086.40	\$17,559.91

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	LCAP Oversight and Support	No	\$15,086.40	\$17,559.91
4	4.7	Foster Youth Support Services	No	\$60,345.59	\$70,239.64
4	4.8	Coordination of Services with Educational Partners	No	\$0.00	0.00
4	4.9	Professional Development and Support	No	\$188,500.02	\$85,306.78
5	5.1	Student Supports	Yes	\$210,736.50	\$0.00
5	5.2	Professional Development	Yes	\$5,403.50	\$2,178.69
5	5.3	Teacher and Student Supports	Yes	\$162,105.00	\$0.00
5	5.4	Behavior Support	Yes	\$1,296.84	\$1,296.84
5	5.5	Behavior Support- Special Education	No	\$141,233.44	\$114,665.46
5	5.6	Professional Development- Special Education	No	\$10,807.00	\$9,945.61

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,890,543	\$2,723,597.12	\$1,537,264.80	\$1,186,332.32	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	\$166,347.90	\$13,049.48		
1	1.5	Formative and Benchmark Assessments	Yes	\$15,766.87	\$15,766.87		
1	1.6	Supplemental Staff	Yes	\$1,552,177.21	\$1,344,141.77		
2	2.2	Professional Development & Resources	Yes	\$26,907.60	\$3,438.56		
2	2.5	Student Supports	Yes	\$455,450.10	\$101,295.98		
3	3.2	Tiered Interventions & Supports	Yes	\$62,830.53	\$35,380.51		
3	3.3	High Interest Activities	Yes	\$25,936.80	\$1,307.98		
3	3.4	Incentives and Recognition	Yes	\$38,638.27	\$19,948.47		
5	5.1	Student Supports	Yes	\$210,736.50	0.00		
5	5.2	Professional Development	Yes	\$5,403.50	\$2,178.69		
5	5.3	Teacher and Student Supports	Yes	\$162,105.00	0.00		
5	5.4	Behavior Support	Yes	\$1,296.84	\$756.49		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,377,533	1,890,543	4.78%	15.659%	\$1,537,264.80	0.000%	8.846%	\$1,183,924.28	6.813%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

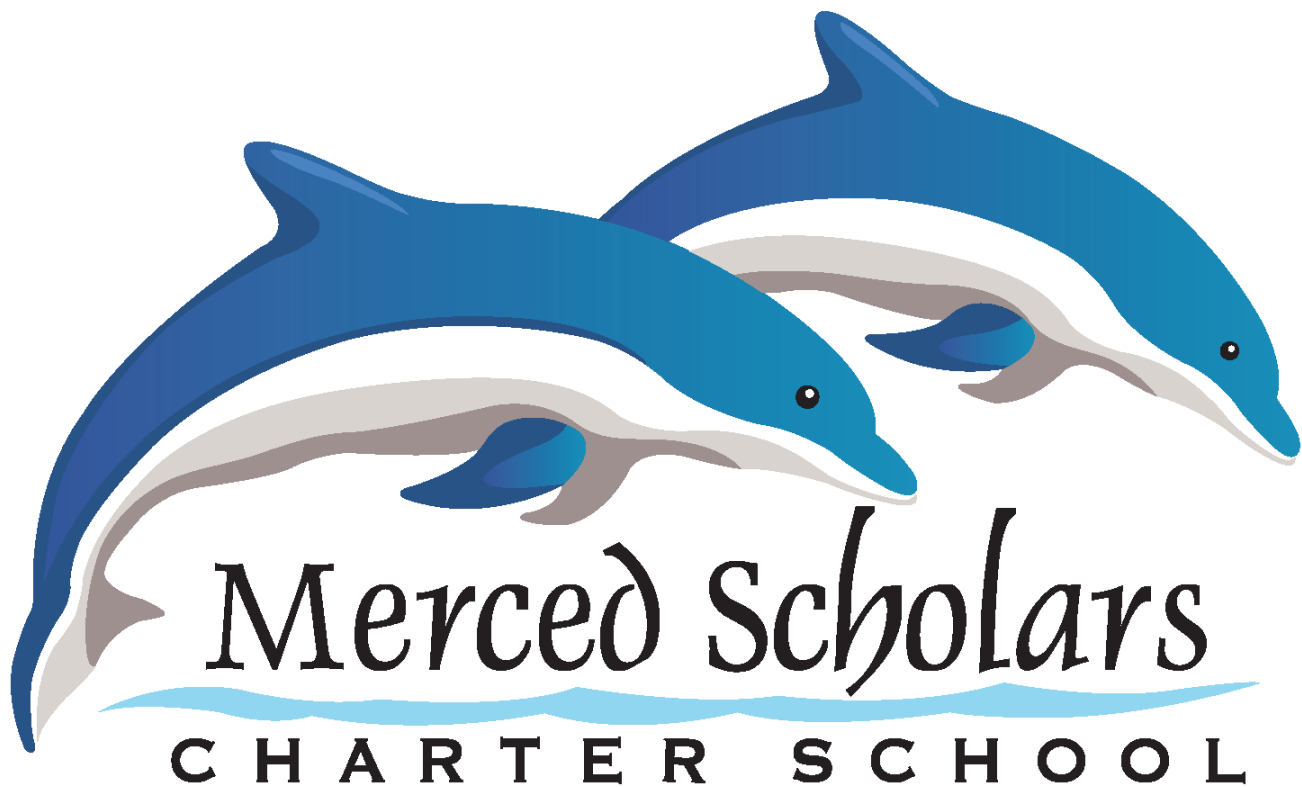
LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced Scholars Charter School

CDS Code: 24102490106518

School Year: 2024-25

LEA contact information:

Cindy Gentry

Coordinator

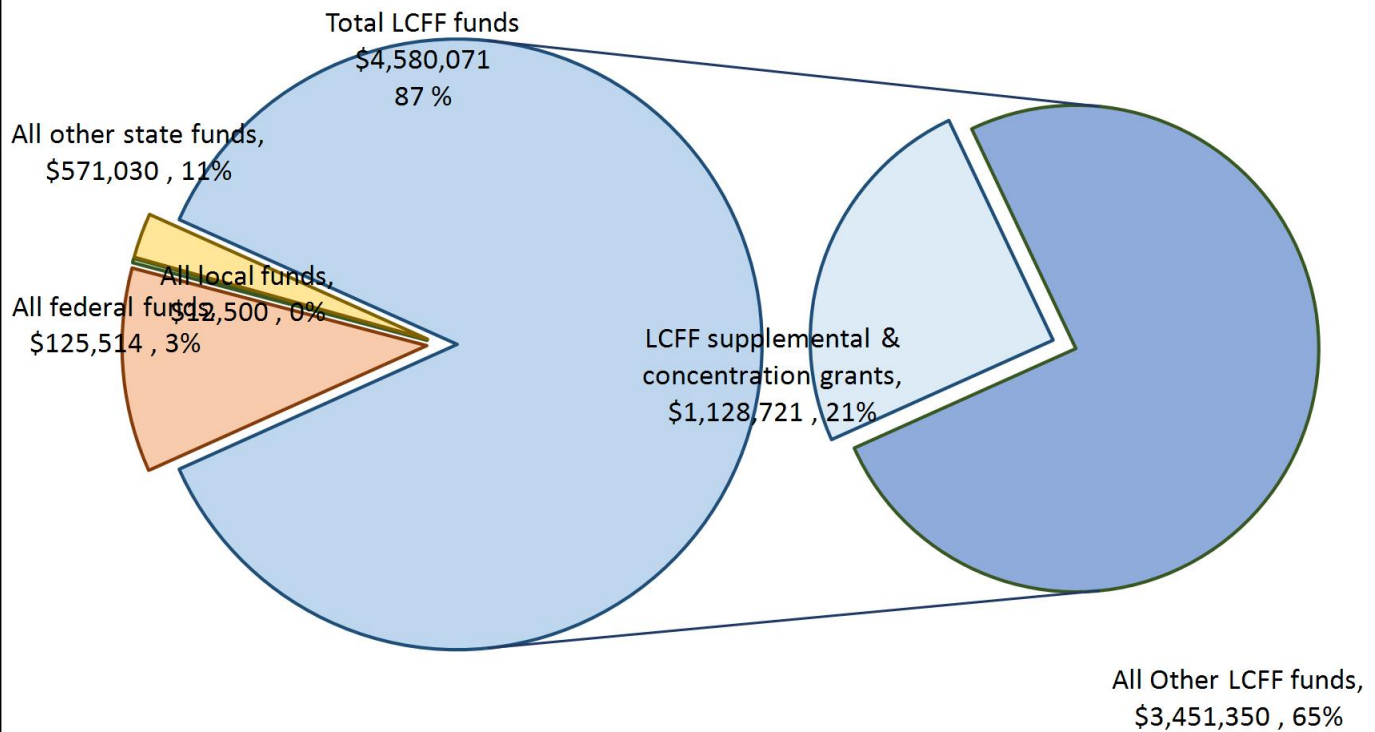
cgentry@mcoe.org

209-381-6788

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

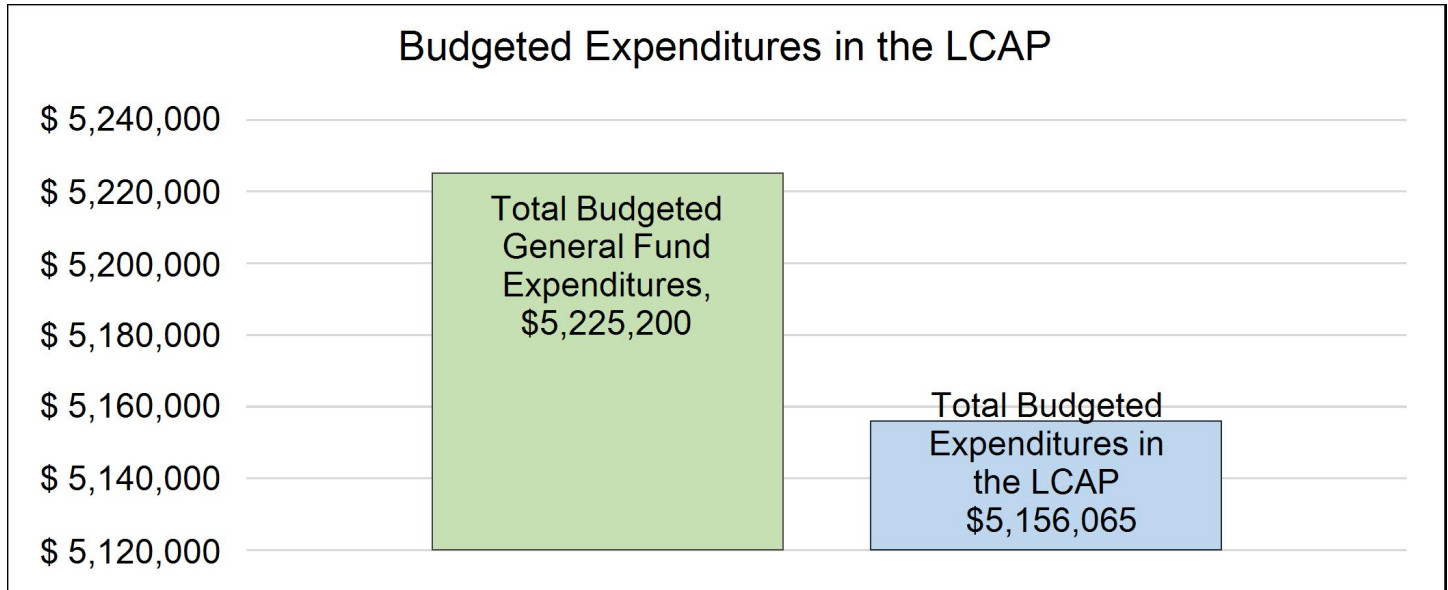


This chart shows the total general purpose revenue Merced Scholars Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced Scholars Charter School is \$5,289,115, of which \$4,580,071 is Local Control Funding Formula (LCFF), \$571,030 is other state funds, \$12,500 is local funds, and \$125,514 is federal funds. Of the \$4,580,071 in LCFF Funds, \$1,128,721 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Merced Scholars Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Merced Scholars Charter School plans to spend \$5,225,200 for the 2024-25 school year. Of that amount, \$5,156,065 is tied to actions/services in the LCAP and \$69,135 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

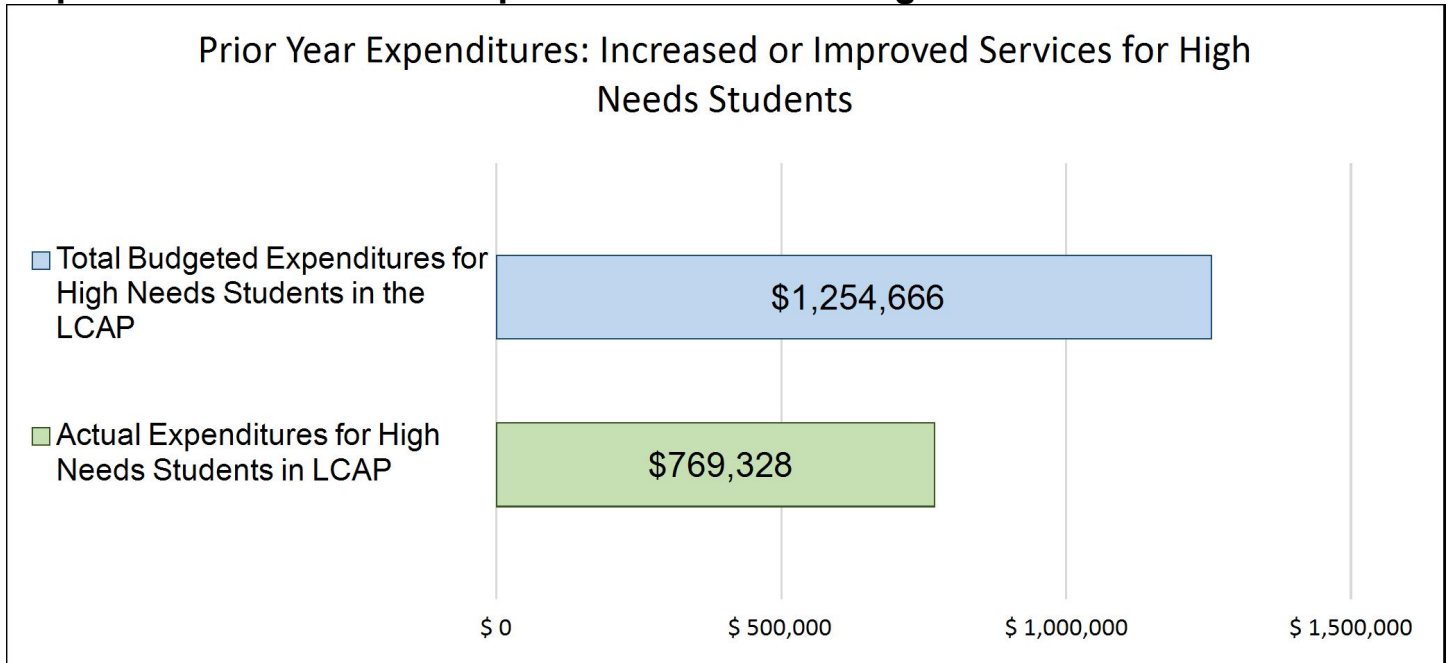
Other General Fund Budget Expenditures not included in the LCAP for the 2023-24 school year are expenditures allocated for maintenance, supplies, services, and indirect costs not prioritized in the plan but necessary for the general operations of the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Merced Scholars Charter School is projecting it will receive \$1,128,721 based on the enrollment of foster youth, English learner, and low-income students. Merced Scholars Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Merced Scholars Charter School plans to spend \$2,194,837 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

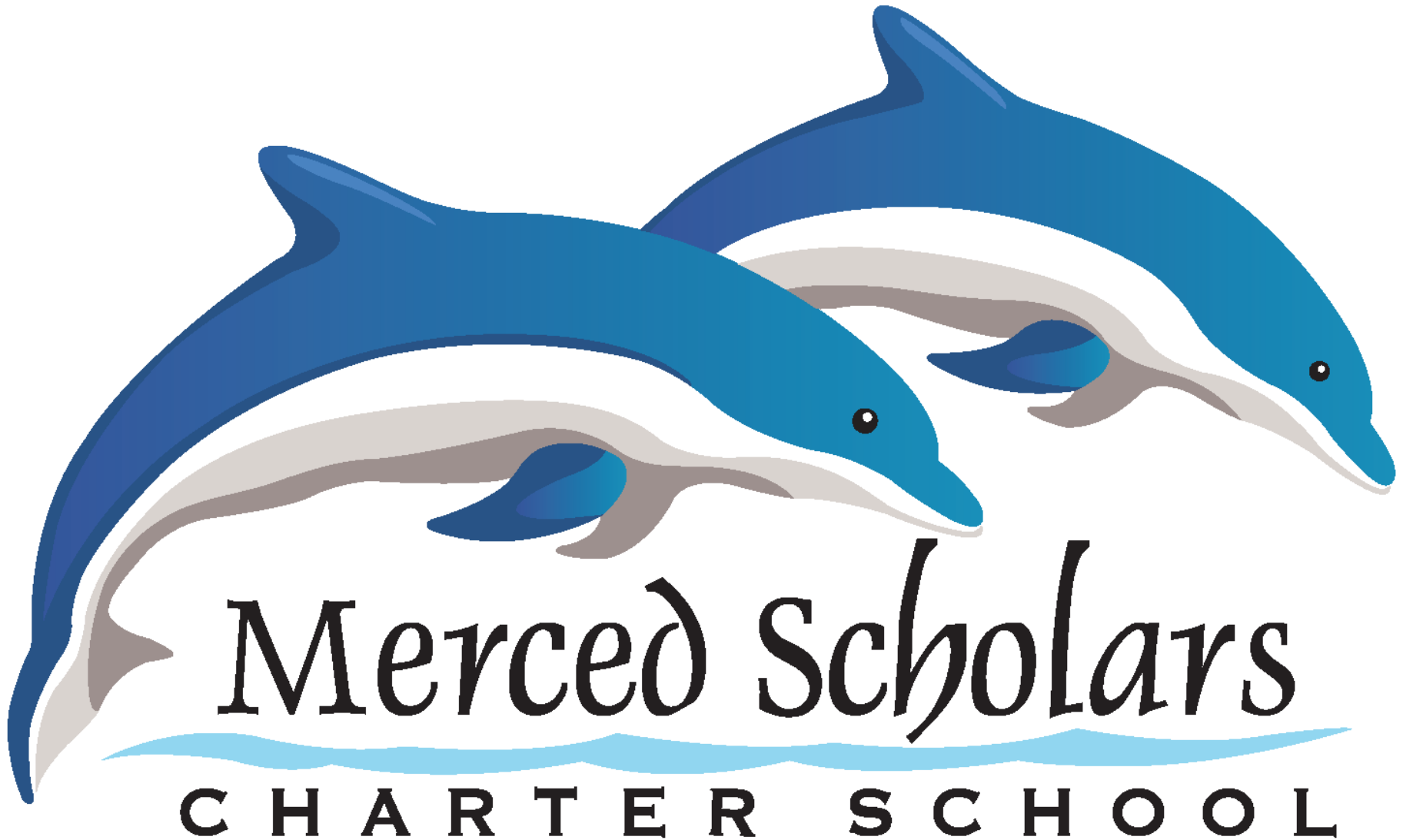


This chart compares what Merced Scholars Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced Scholars Charter School estimates it has spent on actions and services that contribute to increasing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

The text description of the above chart is as follows: In 2023-24, Merced Scholars Charter School's LCAP budgeted \$1,254,666 for planned actions to increase or improve services for high needs students. Merced Scholars Charter School actually spent \$769,328 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-485,338 had the following impact on Merced Scholars Charter School's ability to increase or improve services for high needs students:

The difference in budgeted and estimated actual expenditures was due to receiving less than expected funding based on ADA generation. Some actions were carried out but there were at no cost. The school had anticipated higher than expected enrollment. Additionally, one time funding and other grant monies were used to provide some of the actions and services to students.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 by grade level and	21-22 English Math TK-3 -1.17 6.86	22-23 English Math TK-3 4-6	no longer used	ELA Math TK-3: 13.91 15.22

Metric	Baseline	Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	averaged for grade span	4-6 10.00 7-8 3.40 9-12 1.38	10.82 2.32 1.38	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	Growth Measures Report GLE 2 or more Grade Levels Below 50% 1 Grade Level Below 50%	40%
EL reclassification rate	2019-20 = 0%	2020-21 = 28.6%		2022-2023 - 19%	5%	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	2023-24 (5 point rating) Actual - ELA avg 3.77 ELD avg 3.46 Math avg 3.69	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	2023-24 (5 point rating) Actual - ELA avg 3.46 ELD avg 3.38 Math avg 3.38	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Implementing programs to support staff in instructional improvement aligned	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		2022-23 (5 point rating) Actual - ELA avg 3.77 ELD avg 3.62	2023-24 Grade Level Proficiency At/Above 50 SGP/Below 50 SGP	ELA avg 4.0 ELD avg 4.0 Math avg 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to CCSS in ELA/Math/ELD		Math avg 3.06	Math avg 3.69	All Students 48%/52% EL 32%/68% FY 0%/100% SED 46%/54% SWD 56%/44% Hispanic 47%/53%	
STAR360 data from Star Summary report in Reading and Math - median GE as measured by Benchmark 2	2023-24 will serve as baseline year.			2023-24 Grade Level Proficiency At/Above 50 SGP/Below 50 SGP All Students 43%/57% EL 52%/48% FY 0%/100% SED 44%/66% SWD 36%/64% Hispanic 43%/57%	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA implemented the following actions in the previous year:

Action 1.1 (MTSS Tiered Intervention System - Academic) - School data showed a need for improvement in academics, especially mathematics. To address this need, the school utilized and refined a tiered intervention system based on diagnostic, benchmark, and state assessments as well as students' grades, and staff/parent input. This action was fully implemented according to plan.

Action 1.2 (Instructional Support Staff) - School data showed a need for supplemental instructional opportunities for low income, foster youth, English learner, and special education students. To address these needs, the LEA assigned and/or hired additional instructional support staff

to provide individualized and small group tutoring. Students were identified for additional support based on assessment data, grades, and social/emotional needs. This action was partially implemented.

Action 1.3 (Schoolwide Data Plan) - The LEA reviewed and refined the assessment system to determine if the program was effective, if it supported all learners (including English Learners and Special Education students), and if the data produced was cohesive. This action was fully implemented.

Action 1.4 (Elementary Curriculum) - The LEA procured and refined a non-classroom-based dual language immersion curriculum that supported the needs of all students. This action was fully implemented.

Action 1.5 (Instructional Support Materials) - To support students in need of additional instructional support, the LEA provided access to materials for intervention and remediation, primarily in the subjects of English language arts and math. This action was fully implemented.

Action 1.6 (Professional Development) - School data showed low or unchanged rates of academic growth among low income and special populations. Based on the data and staff input, professional development was provided in the form of coaching in instructional strategies in math, English language arts, and English Language Development. Staff also attended workshops and conferences provided by MCOE and other training providers. This action was partially implemented.

Action 1.7 (Arts and Music) - Surveys showed that students desired more opportunities to engage in and be exposed to music and the arts. To achieve this, the school provided workshops in music and art through school staff, district personnel, and outside agencies. This action was only partially implemented.

Action 1.8 (Emerging Bilingual Support) - In response to the significant increase in the English learner population and the addition of the dual language immersion program, the LEA provided classes, specific and targeted supports, and workshops focused on the needs of English learners. This action was fully implemented.

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

Three actions were only partially implemented, and therefore had lower than expected spending. On Action 1.2, two Instructional Aides were assigned to provide some of the support called for in this action, but one of the employees resigned and another accepted a different job within the LEA, therefore leaving both of those positions unfilled for part of the year. There was also only partial implementation, and therefore less spending, on Actions 1.6 and 1.7. On Action 1.6, not as many teachers were able to attend professional development sessions as originally planned, and on Action 1.7, many of the service providers who were to be utilized to provide arts and music programming were unavailable.

Action 1.4 was fully implemented and spending exceeded what was originally budgeted. This was the result of some additional unplanned elementary curriculum purchases, including the purchase of the Timberdoodle program (TK-1 curriculum), the purchase of printed materials to supplement online curriculum programs, and an increase in software licenses required to support increased enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA reached its desired outcome on one metric (Access to Broad Course of Study - master schedule/courses), which demonstrates the effectiveness of the actions associated with this goal. While desired outcomes were not achieved on other metrics, there were notable improvements observed by Year 3 compared to the baseline year. These improvements include increasing English Learner access to the CCSS and ELD standards (to gain academic content knowledge and English Proficiency) and improvements in the EL classification rate. These gains can be indirectly tied to Actions 1.3 and 1.7 and directly tied to all other actions. The LEA also experienced gains on all the state reflection tool metrics associated with this goal, and those successes can be directly tied to actions 1.2, 1.4, 1.5, and 1.6.

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

Goal 1 and 2 will be combined into a single goal for the next 3 year LCAP cycle. Educational partners agreed that obtaining academic success for our students leads them to becoming college and career ready. The actions remain unchanged except for the following:
Current Action 1.7 will be moved to the future Goal 2.
Current Action 3.1 and 3.9 will be moved to Goal 1 because they were misplaced last year.
Current Action 3.3 had technology and facilities together and facilities has been removed and the action moved to Goal 1.
Current Action 4.5 will be moved to Goal 2 next year.
No metrics were removed however a few were added:
Metric 1.3 CAST - distance from standard
Metric 1.9 Exact Path - an intervention program implemented this year for Middle and High school
Metric 1.21 - Teacher Credentialing information from the SARC

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

Goals and Actions

Goal

Goal #	Description
2	College and Career Ready - Ensure graduating students are college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 = 31	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 = 96	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	2023/24 - 3 students	8
# of CTE Completers	20/21 - 3	2021-22 = 5	2022-23 = 30	2023/24 - 28 students	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 students	
# of students in Dual Enrollment	2022-23 will serve as the baseline		2022-23 Semester 1 = 25	2023/24	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Semester 2 = 48	Semester 1 = 61 students	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA implemented the following actions to support this goal:

Action 2.1 (College Materials and Resources) - Under this action, the school purchased textbooks and other materials for students concurrently enrolled in classes at Merced College. While this action was fully implemented, spending differed from what was originally budgeted.

Action 2.2 (College Career Technical Education Resources) - To ensure a robust CTE program, the school provided supplies and equipment to help students develop their job and collaboration skills in order to improve their opportunities for job placement after graduation. This action was partially implemented as only one CTE Industry pathway was offered this year.

Action 2.3 (College and Career Activities) - To help students understand their college and career options, the school provided field trips to colleges, universities, technical training programs, and select businesses to help students envision their post-high school options. The trips were targeted towards low income students, English Learners, and Foster Youth. This action was fully implemented according to plan.

Action 2.4 (Counseling and Career Guidance) - The counseling team, ROP teachers, and career techs provided opportunities for students to do career assessments, portfolio development, and workshops on career and college guidance. Supports included assistance in applying for college and financial aid as well as creating, maintaining, and updating 6-year plans and individualized learning plans. This action was fully implemented according to plan.

Action 2.7 (Elective Courses) - To support students with college and career exploration, the LEA added more elective courses for students to explore areas of interest. In addition, the LEA evaluated its CTE offerings to determine the need to increase or change the courses and pathways offered. This action was partially implemented.

Action 2.8 (Dual and Concurrent Enrollment) - To encourage students to continue on to college after high school graduation, especially students from underrepresented populations, the school provided dual enrollment options for students and encouraged students to attend other courses at the college itself. This action was partially implemented.

Actions 2.5 and 2.6 have been deleted

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

While Action 2.1 was fully implemented an student costs for college materials and resources were completely covered, these expenses ended up being much less than anticipated. This is because of grant funding the LEA received that covers some of these costs, as well as the expenses related to online classes being lower than expected. Similarly, Action 2.3 was also implemented according to plan but had no costs expended this year as all field trips were free and transportation was provided using LEA-owned vehicles.

Action 2.2 was only partially implemented and therefore also had lower expenditures. This is because, due to staffing issues, only one CTE Industry pathway was offered this year. In Action 2.7, less was spent than expected as the selection of electives available through the LEA's curriculum program was not as robust, so fewer electives were offered than anticipated. For Action 2.8, staff were not able to devote as much time as planned to promoting and helping to enroll students in college classes, therefore the staffing expenses associated with this action were less than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was able to exceed the desired outcomes on many of the metrics associated with this goal. These include:

The number of students concurrently enrolled at Merced College and the number of college courses taken by students, which were directly affected by Actions 2.1, 2.3, 2.4, and 2.8

The number of CTE completers which was directly affected by Actions 2.3, 2.3, and 2.4.

On some other metrics the LEA did not achieve any its desired outcomes or any notable improvements. These metrics include performance on the College Career Indicator, the a-g completion rate, and the number of students receiving the State Seal of Biliteracy. This suggests that some aspects of the related actions, particularly 2.2 and 2.7, were not impactful due to only being partially implemented.

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

Goal 1 and 2 will be combined into a single goal for the next 3 year LCAP cycle. Educational partners agreed that obtaining academic success for our students leads them to becoming college and career ready. The actions remain unchanged except for the following:

Current Action 2.1, 2.3 and 2.8 have been combined into one for college materials, resources, and dual enrollment.
Current Action 3.7 will be combined with misplaced 3.9 to make one action next year 1.7

Same as Goal 1 analysis:

No metrics were removed however a few were added:

Metric 1.3 CAST - distance from standard

Metric 1.9 Exact Path - an intervention program implemented this year for Middle and High school

Metric 1.21 - Teacher Credentialing information from the SARC

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

Goals and Actions

Goal

Goal #	Description
3	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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	2020/21 - I feel safe in school 100%	2021-22 Spring Survey Actual Data	2022-23 Spring Survey Actual Data	2023-24 Spring Survey Actual Data	I feel safe in school 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reporting strongly agree or agree	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%	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%	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%	I feel safe in school = 99% I feel supported by school staff. = 93% I feel staff truly care for me. = 95% When I feel upset.....there is someone I can talk to. = 76%	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 = 13	10

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA implemented the following actions in support of this goal:

Action 3.1 (Highly Qualified Staff) - Under this action, the LEA continued to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students. This action was fully implemented according to plan.

Action 3.3 (Facility and Equipment) - Under this action, the LEA was to continue to achieve a Good/Exemplary rating on the Facility Inspection Tool (FIT) by ensuring adequate facilities conducive to learning through upgrades of buildings and equipment as needed. Maintenance and Operation costs and costs for the replenishment of devices were also included in this action. This action was fully implemented according to plan.

Action 3.4 (Positive Behavior Incentives) - This action provides incentives to students to encourage participation, positive behavior, and connection with the school. While the action was implemented and incentives were offered, expenditures were much less than expected.

Action 3.5 (MTSS Tiered Intervention System - Social/Emotional) - Under this action, the LEA utilized and refined the tiered social/emotional learning system to provide appropriate supports for students facing trauma and other adverse experiences. To achieve this, school

counseling team identified students in the universal, strategic, and targeted support categories. This action was fully implemented according to plan.

Action 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. To address this need, the counseling team conducted workshops on topics such as stress management, communication skills, dealing with trauma, and building positive view of self. This action was implemented according to plan.

Action 3.7 (Community Engagement and Outreach) - To better support the needs of students facing adverse conditions, the school partnered with community agencies and sought resources to better support the needs of the students. Through marketing and promotion, the school created partnerships and acquired donations to support students' and their families' economic and social-emotional needs. This action was fully implemented.

Action 3.8 (School Events and Activities) - Under this action, the LEA continued to host school events such as Open House, Back to School Night, Awards Night, etc. to involve students and their families with the school and promote engagement/connection. This action was fully implemented, though spending was lower than expected.

Action 3.9 (Curriculum and Instructional Materials) - Under this action, the LEA maintained, refined, and/or revised the curriculum offerings and materials to ensure a high level of rigor. This included revising a-g offerings, the core curriculum, and CTE options as needed. This action was fully implemented, but at a lower cost than anticipated.

Action 3.2 was deleted.

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

There were material differences between budgeted and actual expenditures for three of the actions associated with this goal. For Action 3.4, instructors and administrators found that student demand for incentives was not as high as expected. Additionally, new business practices required that the amount spent on these incentives be capped. Actual expenses were also less for Action 3.8. All planned events occurred as scheduled, but Principals were able to do so on a more economical level than planned. Lastly, for Action 3.9, the action was fully implemented, but the costs for licenses for online courses were lower than anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Of the seven metrics associated with this Goal, the LEA was successful in achieving the desired outcomes on nearly all of them, indicating that the combined effects of the LEAs action were very impactful. One exception is that when surveyed, only 76% of students said that when

they are upset, they have someone to talk to (compared to the desired outcome of 90%), but all other measures of school climate, including students feeling safe at school, feeling supported by school staff, and feeling that school staff truly care for them were all at levels above 90%. Overall, the actions were very effective in impacting the goal of creating and maintaining a safe, inclusive, and positive school culture.

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

Goal 3 & 4 will be combined into a single goal for the next 3 year LCAP cycle. Educational partners agreed that the school made improvements in attendance and will not be part of the Safe and Positive School Climate and Culture goal.

The actions remain unchanged except for the following:

Current Action 2.1, 2.3 and 2.8 have been combined into one for college materials, resources, and dual enrollment.

Current Action 3.7 will be combined with misplaced 3.9 to make one action next year 1.7

Same as Goal 1 analysis:

No metrics were removed however a few were added:

Metric 1.3 CAST - distance from standard

Metric 1.9 Exact Path - an intervention program implemented this year for Middle and High school

Metric 1.21 - Teacher Credentialing information from the SARC

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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%	2023/24 = 97%	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 = 11	20
# of SART meetings	2021/22 will be our baseline year	2021-22 = 8	2022-23 = 35	2023/24 = 23	20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of referrals to intervention for attendance	2021/22 will be our baseline year	2021-22 = 22	2022-23 = 69	2023/24 = 140	20

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA implemented the following actions towards this goal:

Action 4.1 (MTSS Tiered Intervention System - Attendance) - Under this action, the LEA utilized and refined the tiered attendance system outlined in the Learning Continuity and Attendance Plan. The School Attendance Review Team (SART) identified students in the universal, strategic, and targeted support categories and identified re-engagement strategies to decrease absences. This action was fully implemented according to plan.

Action 4.2 (School Field Trips) - In order to create a sense of belonging and engagement with the school and staff, the LEA provided field trips to better connect students with the school and other students. This action was fully implemented at a lower cost than expected.

Action 4.3 (Parent Workshops) - To better support parents, the school conducted monthly workshops and trainings to help parents support their children's school attendance and academic achievement. The parents of unduplicated pupils were the main focus as this group was shown in the data to have the greatest needs. This action was fully implemented but for an amount lower than what was budgeted.

Action 4.4 (Parent Communication) - This action called for the LEA to ensure that staff was in regular contact with parents. Such contact included the use of Parent Square, conference calls between parents and staff, and individual meetings with parents, students, and staff. Bilingual staff provided translation supports for families as needed. This action was fully implemented, but for a lower cost than anticipated.

Action 4.5 (Supplemental Staff) - To provide more opportunities for student support, this action called for the LEA to seek tutors through internal programs and/or service providers. Supplemental staff also provided additional tutoring hours and supported students in applying to college and completing financial aid applications. Additional staff supporting this action included mentors and health aides. This action was fully implemented as planned.

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

There were material differences between budgeted and actual expenditures for three of the actions associated with this goal. For all three, the actions were fully implemented but for lower-than-expected costs. For Action 4.2, the LEA staff and administrators were able to minimize costs by utilizing LEA-owned vehicles for field trip transportation instead of paying an outside transportation vendor. For Action 4.3, the salaries of the staff members carrying out the parent workshops (Family Liaisons) were shared by other programs that benefitted from those staff members' activities. And for Action 4.4, a similar staff-sharing situation across programs defrayed the costs of ensuring consistent parent communication.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was successful in achieving the desired outcomes for some of the metrics associated with this goal. Namely, the LEA achieved its desired attendance rate for all students, its percentage of students with 90% or better attendance, and the number of SART meetings held. It also reduced the number of students with 10 absences or more to the desired level. It is understood that all of the actions had a combined effect on these outcomes. For outcomes that did not meet the desired level, some improvements were still seen relative to baseline, including the number of parent workshops held and the overall chronic absenteeism rate for students in grades K-8.

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

Goal 3 & 4 will be combined into a single goal for the next 3 year LCAP cycle. Educational partners agreed that the school made improvements in attendance and will not be part of the Safe and Positive School Climate and Culture goal.

The actions remain unchanged except for the following:
Current Action 4.5 moved to Goal 1 next year.

Same as Goal 1 analysis:

No metrics were removed however one was added:

Metric 2.13 we will include a new online monitoring program to ensure a safe learning environment for our students.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

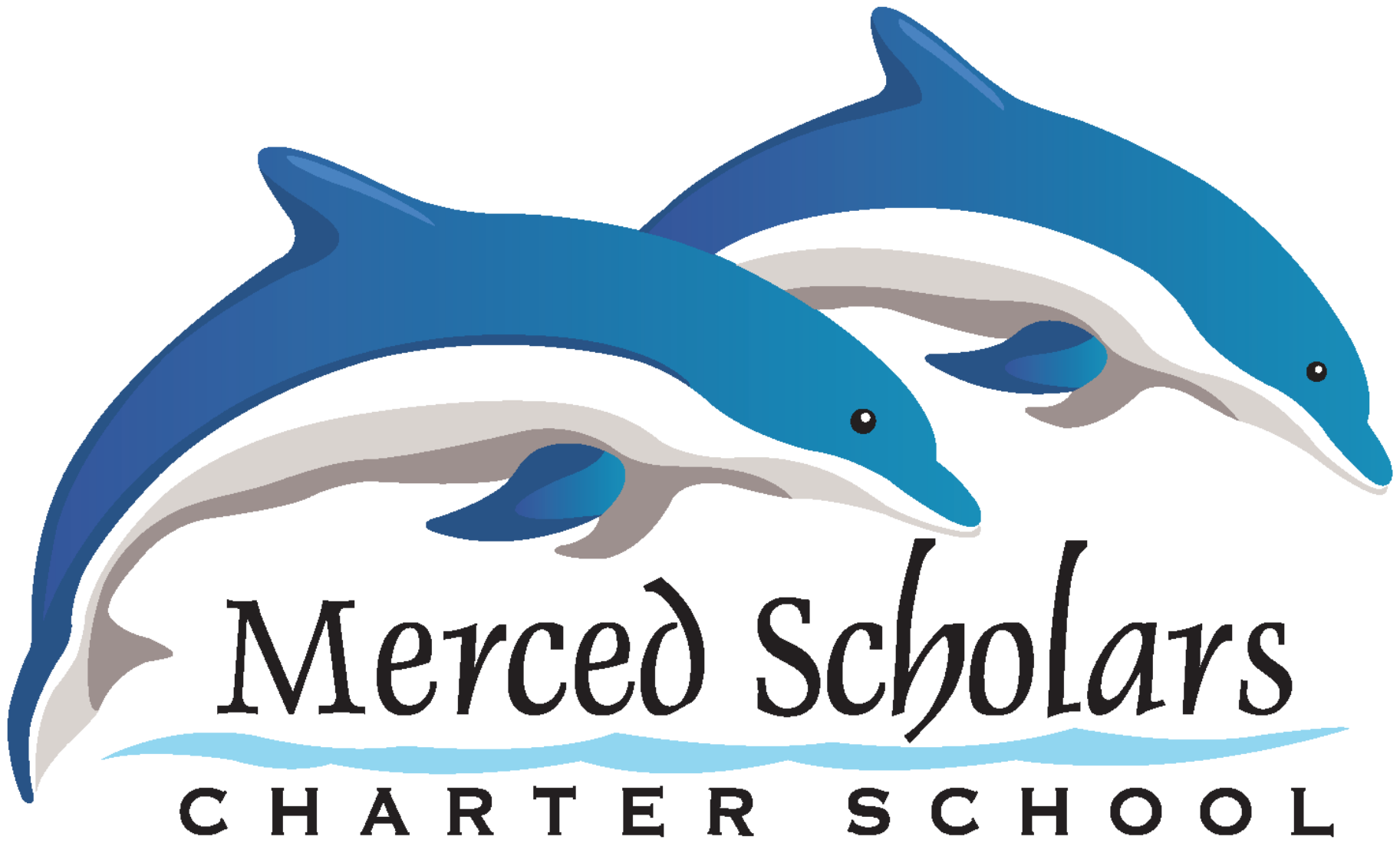
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Merced Scholars Charter School (MSCS) was established in 2004 to meet the need for a secondary nonclassroom-based program. In March of 2022, MSCS was approved to add a dual language immersion program that began in the fall of 2022. Since its inception, MSCS has grown to be a multi-faceted program to support learners of all backgrounds. MSCS is authorized and managed by the Merced County Office of Education (MCOE) and serves students throughout Merced and adjacent counties. The enrollment for the 2023-24 school year is 297. 82% of MSCS students are socioeconomically disadvantaged, 8% are English Learners, 1% are Foster Youth, and 1% are Homeless.

Nonclassroom-based (NCB) Program: MSCS operates a multi-site NCB program that provides students with a traditional school program in an alternate setting. The NCB program serves students from transitional kindergarten through grade 12. The high school program is accredited through the Western Association of Schools and Colleges (WASC). Sometimes referred to as home school or independent study, the NCB program is actually much more than that. The school is designed for students striving for academic excellence in a non-traditional setting. This program is a hybrid, or mixture, of at home, online, and onsite learning environments. Students are provided a college-based schedule for onsite support and the flexibility to complete work at home in a manner that is best suited for their learning needs. MSCS is for those students who wish to take a college preparatory program with the flexibility to support them in pursuing other interests.

The base NCB program requires students to meet with teachers in person (which is preferred), or virtually at least once per week. Similar to an independent study program, work is assigned each week and the previous week's work is graded and analyzed by a certificated teacher to ensure that the student is engaged in daily work and completing assignments regularly. Like a home school, parents and families play a major role in supporting their child's learning. Therefore, collaboration between teachers, families, and students is critical to ensure student success. Because the school provides students with a variety of on-site services, the majority of MSCS students come to the school site multiple times per week. Besides their required weekly meeting, students can attend on-site classes that include three different Career Technical Education (CTE) pathways, individualized tutoring, college prep workshops, workability workshops, and activities for social engagement. Since the 2022-23 school year, students are also able to take dual enrollment college courses free of charge. This allows students to take college courses at the school site (or virtually) and receive core high school credit and college credit for those courses.

Dual Language Immersion (DLI) Program: MSCS now provides a classroom-based dual language program. Students are able to enroll in one of two possible dual language strands, either English/Hmong or English/Spanish. Students are immersed in one of two languages throughout the school day. Utilizing the 50/50 model for dual language acquisition, students develop their bilingual, biliteracy, and bicultural skills. The program began in the 2022-23 school year with Transitional Kindergarten through Grade 1. In successive years, the program will add an additional grade until it becomes a full TK-6 program in 2027-28. In the 2023-24 school year, the program serves students in grades TK through 2.

MSCS Vision: Merced Scholars Charter School provides the most diverse and individualized program to students of all backgrounds in order to develop them into responsible and productive citizens.

MSCS Mission: Merced Scholars Charter School will provide a personalized, versatile, agile program that is responsive to evolving community and global needs; thereby preparing students to become successful, responsible and contributing citizens who read, write, communicate, and calculate with clarity and accuracy, using current technologies and resources.

MSCS Educational Philosophy:

- MSCS must strive to meet or exceed the academic standards set forth by the State of California
- Every child is capable of excelling in learning environments that are welcoming and positive
- Instruction should be adapted to meet the needs of each student
- Parental involvement is a necessary component to the success of a child's overall educational growth and well-being
- Dedicated staff, parents, and students should work as a cohesive unit to foster a love of learning and a commitment to responsible citizenship
- Parents and educators must value partnerships with business and the community at large.
- Students who take ownership of their education will be life-long learners
- Education must include academic, personal and social development
- Students must be provided with the tools to understand lifelong decision-making
- Schools must practice sound management of business operations.

ACRONYM KEY

CAASPP = California Assessment of Student Performance and Progress

CAST = California Science Test

CCI = College/Career Indicator

CCSS = Common Core State Standards

COE = County Office of Education

DASS = Dashboard Alternative School Status

EL = English Learners

ELA = English Language Arts

ELD = English Language Development

ELPI = English Learner Progress Indicator

FY = Foster Youth

LCAP = Local Control and Accountability Plan

LEA = Local Educational Agency

LI = Local Indicators

LTEL = Long-Term English Learners

MOU = Memorandum of Understanding

MTSS = Multi-Tiered System of Supports

PBIS = Positive Behavioral Interventions and Supports

RL = Renaissance Learning
SARC = School Accountability Report Card
SART = School Attendance Review Team
SED = Socio-Economically Disadvantaged
SRO = School Resource Officer
SWD = Students with Disabilities

Reflections: Annual Performance

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

Merced Scholars students scored at the lowest performance level in mathematics and college/career readiness on the 2023 Dashboard. When looking at individual student groups, Hispanic students and socioeconomically disadvantaged students also scored at the lowest performance level in mathematics. The vast majority of MSCS students fall into one or both of these groups (the student population is 80% Hispanic and 82% Socioeconomically disadvantaged). Across all students, mathematics scores declined by 11.2 points and English language arts scores declined by 12.6 points since last year. Across all students, the average performance in mathematics is 128.9 points below standard and on ELA it is 35.1 points below. 41% of English Learners (who make up 8% of the school population) are making progress, an improvement of 2% over the previous year.

MSCS students fared better on other Dashboard indicators. The chronic absenteeism rate declined by 5.7%, the graduation rate increased 21.4%, the suspension rate was maintained at 0%, and the school met standards on all local indicators, including implementation of academic standards, parent and family engagement, and providing access to a broad course of study . Other successes at the school include:

- increasing the number of students enrolled concurrently in Merced College
- increasing the number of students completing a Career Technical Education pathway
- maintaining a positive school climate, as measured by student reports of feeling safe, supported, and cared for at school
- improving the overall attendance rate

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Survey of Staff in March 2024 Staff Meeting held March 2024
Principals	Survey of Staff in March 2024 Staff Meeting held March 2024
Administrators	Survey of Staff in March 2024 Staff Meeting held March 2024
Other school staff	Survey of Staff in March 2024 Staff Meeting held March 2024
Parents	Meeting with parents held March 2024 Survey of parents in April 2024
Students	School climate surveys in Fall 2023 and Spring 2024 In person meeting held March 2024 Priorities/LCAP goals and actions survey in April 2024

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

Feedback provided by educational partners shaped the LCAP in the following ways

Goal 1: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency to be ultimately College & Career ready upon graduation.

In an analysis of the California Dashboard for MSCS, student performance on English language arts (ELA) and mathematics showed great potential for improvement for all student groups at the school. While overall ELA performance for all students is near standard (35 points below), math performance is still significantly lower at 128.9 points below standard. This Broad Goal was carried forward from the previous LCAP cycle because academic achievement and preparation for graduation and post-graduation life are top priorities at MSCS. Goal 1 actually combines factors of two goals (1 and 2) from the previous LCAP. Feedback from educational partners showed the need to provide a quality program, including high quality instruction and rigorous curriculum to support all students. On those 2 previous goals, 97% of all survey respondents agreed or strongly agreed that the actions under those goals should carry forward. The actions in the adopted LCAP include providing MTSS tiered interventions, instructional support staff, professional development for staff, and numerous other actions related to preparing students to graduate and be college and career ready.

Goal 2: Safe, Inclusive, and Positive School Culture - Maintain a safe, welcoming learning environment where all students feel connected and engaged with the school while increasing support so students can develop and maintain their social/emotional health and well-being.

A strength of the school has always been its positive and welcoming environment where students and their families feel safe and included. However, staff, parent, and student surveys given in the spring of 2024 revealed that the student's social/emotional needs have increased, including in the areas of communication and family involvement. Also, across all survey respondents, 98% agreed or strongly agreed that the actions under this goal should continue. Gaps in the program were identified during educational partner meetings and the goals and actions were developed based on that input, as well as continuing the customer service-based approach to serving students and their families. Included in this Broad Goal is the maintenance of a safe environment for staff and students, implementation of programs to promote regular attendance, and events for students and families to promote engagement and well-being.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency to be ultimately College & Career ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the recent analysis of the California Dashboard information and local assessment and educational survey partner feedback for Merced Scholars, student performance on English language arts (ELA) and mathematics showed the need to improve student performance on the CAASPP, ELPAC, and local assessments for all students. While overall ELA performance for all students is near standard (35 points below), math performance is still significantly lower at 128.9 points below standard. This goal was carried forward from the previous LCAP cycle because academic achievement is a top priority for our school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP: English Language Arts Distance from Standard	2022/23 ALL 35.1 points below standard SED 44.5 points below standard Hispanic 33.9 points below standard EL 62.2 points below standard			ALL 10 points below standard SED 20 points below standard Hispanic 20 points below standard EL 40 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP: Math Distance from Standard	2022/23 ALL 128.9 points below standard SED 139.8 points below standard Hispanic 126.2 points below standard EL 181.1 points below standard			ALL 100 points below standard SED 100 points below standard Hispanic 100 points below standard EL 150 points below standard	
1.3	CAASPP: Science Distance from Standard	2024/25 school year will be our baseline			TBD	
1.4	English Learner Progress (ELPI)	2022/23 ELs 40.9% making progress			60% of English Learners making progress	
1.5	EL Reclassification Rate	2023/2024 3% reclassified			10%	
1.6	Access to a Broad Course of Study	2023/24 100%			100%	
1.7	STAR 360 Reading	2023-24 Grade Level Proficiency At/Above 50 SGP/Below 50 SGP All Students 48%/52% EL 32%/68% FY 0%/100% SED 46%/54% SWD 56%/44% Hispanic 47%/53%			Grade level Proficiency At/Above 50 SGP/Below 50 SGP All Students 60%/40% EL 50%/50% FY 50%/50% SED 60%/40% SWD 65%/35% Hispanic 60%/40%	
1.8	STAR 360 Mathematics	2023-24 Grade Level Proficiency			Grade level Proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At/Above 50 SGP/Below 50 SGP All Students 43%/57% EL 52%/48% FY 0%/100% SED 44%/66% SWD 36%/64% Hispanic 43%/57%			At/Above 50 SGP/Below 50 SGP All Students 60%/40% EL 60%/40% FY 50%/50% SED 60%/40% SWD 50%/50% Hispanic 60%/40%	
1.9	Exact Path Intervention Program	2023/24 - 700 achievements			1,000 achievements	
1.10	English 3D Growth Measure Assessment - % showing proficiency on most current Benchmark using GLE (Grade Level Equivalence)	2023/24 - 2+ grade levels below 57.1% 2 years below 42.9% 1 grade below 0% On Grade 0% Above Grade 0%			2+ grade levels below 20% 2 years below 30% 1 grade below 30% On Grade 20% Above Grade 0%	
1.11	State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	2023-24 (5 point rating) Actual - ELA avg 3.77 ELD avg 3.46 Math avg 3.69			ELA avg 4.0 ELD avg 4.0 Math avg 4.0	
1.12	State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	2023-24 (5 point rating) Actual - ELA avg 3.77 ELD avg 3.62 Math avg 3.77			ELA avg 4.0 ELD avg 4.0 Math avg 4.0	
1.13	State reflection tool - Implementing programs	2023-24 (5 point rating) Actual -			ELA avg 4.0 ELD avg 4.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	ELA avg 3.46 ELD avg 3.38 Math avg 3.38			Math avg 4.0	
1.14	College & Career Indicator (CCI)	2022/23 - ALL 8.8% Prepared Status			ALL students 35% or more Prepared Status - Medium	
1.15	# of Merced College courses taken by students	2023/24 - 96 classes			110 classes	
1.16	% of students taking Merced College courses	2023/24 - 92/297 = 31%			50%	
1.17	A-G Completion Rate	2022/23 - 0%			10%	
1.18	Graduates Earning a Seal of Biliteracy	2022/23 - 1			5 graduates	
1.19	# of CTE Completers	2022/23 - 15 senior CTE completers			30 senior CTE completers	
1.20	Graduation Rate	2022/23 - All 100%			100%	
1.21	Teachers are Fully Credentialed for placement (properly assigned) SARC	2021/22 - 17.58% Fully credentialed and proper placement 25.36% Ineffective (without proper credential) 53.59% Out of Field - using the local assignment option" "50% Fully credentialed and proper placement 0% Ineffective (without proper credential)			50% Fully credentialed and proper placement 0% Ineffective (without proper credential) 50% Out of Field - using the local assignment option	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% Out of Field - using the local assignment option				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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}	\$97,009.47	Yes

Action #	Title	Description	Total Funds	Contributing
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}	\$130,028.74	Yes
1.3	Schoolwide Data Plan	The school will review and refine the assessment system annually to determine: 1) if the program is 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}	\$18,454.72	No
1.4	Elementary Core 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.	\$211,919.93	No
1.5	Supplemental Instructional Support Materials & Resources	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}	\$29,889.42	Yes
1.6	Professional Development	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}	\$10,382.40	Yes
1.7	Secondary Core & Elective Curriculum	Students of all backgrounds must be held to high levels of academic rigor and expectations. To support this belief, the school will maintain, refine, and/or revise the curriculum offerings and materials. This includes revising	\$54,177.74	No

Action #	Title	Description	Total Funds	Contributing
		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} 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}		
1.8	Development of Dual Language Immersion Program	Continue to grow the dual language immersion program with increased enrollment and addition of a new grade level each year. We anticipate when students emerge from our program they will be fluent in two languages which will lead to success in middle school and high school and beyond. Students will earn the Seal of Biliteracy in high school and be Prepare in College & Career.	\$1,130,114.51	Yes
1.9	Supplemental EL Instruction & Materials	To work on English fluency among our English Learners with a goal of having ELs reclassified before their 7th year of ELD instruction begins, the school will use Benchmark Advance/Adelante for ELA/ELD and English 3D supplemental program for 4th-12th English Learners, provide designated ELD support classes, practice with ELPAC Interim practice tests, and provide classes, specific and targeted supports, and workshops specific to English learners.	\$54,873.15	Yes
1.10	College Activities including Dual Enrollment Classes, & Resources/Materials	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 for 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} The school will continue to purchase the textbook and other materials for students taking concurrent classes at Merced College. 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. The academic counselor will provide supports	\$36,489.81	Yes

Action #	Title	Description	Total Funds	Contributing
		to include signing up for college and financial aid, transcript review, and record keeping.		
1.11	Career Technical Education Courses, Activities, and 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. The CTE teachers and career techs will provide opportunities for students to do career assessments, portfolio development, and workshops on career and college guidance.	\$171,754.10	Yes
1.12	Guidance and Counseling	To support the needs of student staying on track to college & career success, our academic counselor will create, monitor, and update 6 year plans and individualized learning plans. {WASC Action 1.6}	\$22,666.08	
1.13	Highly Qualified Core Staff	Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$1,803,549.42	No
1.14	Individualized Learning	To provide continued support for our students with disabilities, provide 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 NCB receive one to one supports from their assigned teacher. Core teachers will provide scaffolded supports and modified assignments, which includes teacher created supplemental curriculum.	\$240,071.37	No
1.15	Technology Plan	To ensure continuous access to technology for our core and supplemental curriculum, we will create and implement a strategic technology refresh plan to provide devices/accessories/connection/repair to our students and instructional staff for learning and enrichment purposes.	\$114,855.30	No

Action #	Title	Description	Total Funds	Contributing
1.16	Transportation for Learning Recovery	According to our local climate surveys, students identified lack of transportation as one of the top 2 reasons for not attending school. In order to reduce this barrier and increase attendance rates, the schools will provide transportation by bus/van/bus tokens to students to attend support session during the week.	\$465,045.00	Yes
1.17	Supplemental Support Staff	The CA School Dashboard shows the need to address the CCI Indicator for all students including our SED, FY, and EL student groups. The schools will employ additional staff to support student access to learning, and by accurately identifying students and properly reporting student data.	\$125,024.64	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe, Inclusive, and Positive School Culture - Maintain a safe, welcoming learning environment where all students feel connected and engaged with the school while increasing support so students can develop and maintain their social/emotional health and well-being."	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A strength of the school has always been its positive and welcoming environment where students and their families feel safe and included. However, staff, parent, and student surveys given in the spring of 2024 revealed that the student's social/emotional needs have increased. Gaps in the program were identified during educational partner meetings and the goals and actions were developed based on that input, as well as continuing the customer service-based approach to serving students and their families. Included in this goal is to maintain a safe working environment fo staff and students and systems are in place to ensure student success by attending school regularly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities are maintained and in good repair as measured by the SARC	2023-24 = Good Overall Rating			Good Overall Rating	
2.2	Pupil Suspension Rate	2022-23 = 0%			0%	
2.3	School Spring Climate Surveys % Students reporting strongly agree or agree	2023-24 Spring Survey I feel safe in school = 99% I feel supported by school staff. = 93% I feel staff truly care for me. = 95%			I feel safe in school = 100% I feel supported by school staff. = 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		When I feel upset.....there is someone I can talk to. = 76%			I feel staff truly care for me. = 100% When I feel upset.....there is someone I can talk to. = 85	
2.4	Pupil Graduation Rate	2022/23 = 100%			100%	
2.5	# of SEL workshops conducted	2023/24 = 13			15	
2.6	Attendance Rate as measured by P2 - All Studen	2023/24 = 97%			98%	
2.7	Chronic absenteeism rate (K-8)	2022/23 ALL 31.1% SED 38.5% Hispanic 37.3% ELs 47.8% SWD 40.7%			ALL 15% SED 20% Hispanic 20% ELs 25% SWD 25%	
2.8	Local data plan students with 90% or better attendance in fall semester	2023/24 = 307 (86%)			90%	
2.9	Local data plan - students with 10 or more absences in fall semester for students enrolled longer than 30 days	2023/24 = 22 (7.2%))			5%	
2.10	# of parent workshops	2023/24 = 11			15	
2.11	# of SART meetings	2023/24 = 23			20	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	# of referrals to intervention for attendance	2023/24 = 140			50	
2.13	# of incidents reported on Gaggie	2024/25 will be the baseline year			TBD	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development for Staff in Improving the School Climate	The LEA identified the importance of addressing needs in the area of social-emotional wellness 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	\$2,163.00	No

Action #	Title	Description	Total Funds	Contributing
		view of self. We will also provide professional development and resources to promote social-emotional wellness.		
2.2	MTSS Tiered Intervention System - Social Emotional Wellness	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} 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.	\$109,527.83	No
2.3	STEAM Education including 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.	\$52,579.29	No
2.4	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.	\$10,815.00	No
2.5	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 child. Through marketing and promotion, the school will create partnerships and seek donations to support a student and their families economic and social emotional needs.	\$113,529.38	Yes
2.6	School Events and Parent Involvement 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	\$3,244.50	No

Action #	Title	Description	Total Funds	Contributing
2.7	MTSS Tiered Intervention System - Attendance	The school will utilize and refine the tiered attendance system. 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}	\$80,497.13	Yes
2.8	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.	\$8,111.25	No
2.9	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.	\$14,024.89	No
2.10	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.	\$26,796.32	No
2.11	Safe Learning Environment	To promote a safe school learning environment we will employ a Campus Supervisors to build rapport with students, maintain a safe school environment (including off campus school experiences), and conduct home visits to develop the school/family connection. Our school will monitor online school safety with a management program.	\$18,470.94	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,128,721	\$132,786

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.644%	10.768%	\$370,395.48	35.412%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: MTSS Tiered Intervention System - Academic</p> <p>Need: The CA School Dashboard shows our CAASPP test results for both ELA and Math as below standard. The SED and EL student groups are 10-27 points further below the ALL student group in ELA and 10-52 points further below in Math.</p>	<p>We expect that by providing a tiered academic intervention system for our students, we will be able to address the needs of these student groups by diagnosing early.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	<p>CAASPP assessments STAR 360 assessment Exact Path achievement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.2	Action: Instructional Support Staff Need: The CA School Dashboard shows our CAASPP test results for both ELA and Math as below standard. The SED and EL student groups are 10-27 points further below the ALL student group in ELA and 10-52 points further below in Math. The FY student group showed 0% of students on grade level on the local benchmark assessment in both reading and math. Scope: Schoolwide	<p>We expect that by hiring instructional support staff to support our students, we will be able to address the needs of these student groups by providing course support and homework help.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	CAASPP assessments STAR 360 assessment
1.5	Action: Supplemental Instructional Support Materials & Resources Need: Statewide and local assessment data shows a need for increased support for our SED, EL, and Foster Youth student groups in both ELA and Math. The CA School Dashboard shows our CAASPP test results for both ELA and Math as below standard. The SED and EL student groups are 10-27 points further below the ALL student group in ELA and 10-52 points further below in Math. The FY student	<p>We expect that by providing supplemental instructional support materials and resources for our students, we will be able to address the needs of these student groups to improve their academic scores on statewide and local assessments.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	CAASPP assessments STAR 360 assessment Exact Path achievement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>group showed 0% of students on grade level on the local benchmark assessment in both reading and math.</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: Professional Development</p> <p>Need: School data showed low or unchanged rates of academic growth among low income and special populations. Statewide and local assessment data shows a need for increased support for our SED, EL, and Foster Youth student groups in both ELA and Math. The CA School Dashboard shows our CAASPP test results for both ELA and Math as below standard. The SED and EL student groups are 10-27 points further below the ALL student group in ELA and 10-52 points further below in Math. The FY student group showed 0% of students on grade level on the local benchmark assessment in both reading and math. 40.9% of our English Learners are making progress on the ELPAC assessment.</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing professional development for our staff including coaching and strategies, we will be able to address the needs of these student groups to improve their academic scores on statewide and local assessments.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	<p>CAASPP assessments ELPI Indicator STAR 360 assessment Exact Path achievement</p>
1.8	<p>Action: Development of Dual Language Immersion Program</p>	<p>We expect that by developing our Dual Language Immersion program to add an additional grade each year, we will be able to address the needs of these student groups to improve the CCI indicator.</p>	<p>CAASPP assessments STAR 360 assessment ELPI Indicator Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The CCI Indicator shows 8.8% students Prepared for College/Career and only 1 student earning the Seal of Biliteracy in 22/23.</p> <p>Scope: Schoolwide</p>	Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.	CCI Indicator # of Seal of Biliteracy
1.9	<p>Action: Supplemental EL Instruction & Materials</p> <p>Need:</p> <p>Scope:</p>		ELPI Indicator
1.10	<p>Action: College Activities including Dual Enrollment Classes, & Resources/Materials</p> <p>Need: The CCI Indicator shows 8.8% of our students are Prepared for College and/or Career by the state's definition.</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing college activities including dual enrollment with college courses, we will be able better prepare our students for College which will also improve the CCI indicator rate.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	CCI Indicator # of Merced College courses taken by students % of students taking Merced College courses
1.11	<p>Action: Career Technical Education Courses, Activities, and Resources</p> <p>Need:</p>	We expect that by providing CTE courses, activities, and resources, we will be able to better prepare our students for a Career that interests them which will also improve the CCI indicator rate.	CCI Indicator # of CTE completers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA School Dashboard data shows a need to improve CCI rates for our students schoolwide. Our current CCI rate is 8.8% our students meeting Prepared status.</p> <p>Scope: Schoolwide</p>	<p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	
1.12	<p>Action: Guidance and Counseling</p> <p>Need: DataQuest shows an A-G completion rate of 0% for our school. Our graduation rate is 100% and our CCI indicator is 8.8%.</p> <p>Scope:</p>	<p>We expect that by providing individual guidance and counseling and the development of learning plans, we will be able to offer students the A-G pathway completion so they may have the option to attend a UC/CSU upon graduation. This will also improve the CCI indicator rate and A-G rate.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	<p>Graduation Rate A-G Completion Rate CCI Indicator</p>
1.16	<p>Action: Transportation for Learning Recovery</p> <p>Need: According to our local climate surveys, students identified lack of transportation as one of the top 2 reasons for not attending school. We also need to improve learning recovery and STAR360 and CAASPP scores among our EL, FY, and SED student groups.</p> <p>Scope:</p>	<p>We expect that providing transportation for learning recovery, support classes, and tutoring opportunities that student outcomes will improve academically. We also expect that students will respond that transportation is no longer a reason why they are unable to attend school.</p>	<p>CAASPP assessments STAR 360 assessment Student Climate survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.17	<p>Action: Supplemental Support Staff</p> <p>Need: DataQuest shows an A-G completion rate of 0% for our school. Our graduation rate is 100% and our CCI indicator is 8.8%.</p> <p>Scope: Schoolwide</p>	<p>We expect that by employing additional support staff to ensure student access to learning and accurately reporting data to the student information system, then our CCI rate and A-G rate will increase due to data being accurately captured.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on a school-wide basis.</p>	<p>Graduation Rate A-G Completion Rate CCI Indicator</p>
2.5	<p>Action: Community Engagement and Outreach</p> <p>Need: The Chronic Absenteeism Rate on the CA School Dashboard for K-8 is 36.6% for ALL, 38.5% for SED, and 47.8% for ELs. While this has declined from the previous year, there is still improvement needed.</p> <p>Scope: Schoolwide</p>	<p>We expect that by implementing community engagement and outreach activities with our families and offering support to reduce barriers to attending school, the attendance rate and chronic absenteeism rate will improve. We also expect that the families will participate in more school activities and workshops so that metric will increase as well.</p>	<p># of parent workshops Attendance Rate at P-2 Chronic Absenteeism Rate Graduation Rate</p>
2.7	<p>Action: MTSS Tiered Intervention System - Attendance</p> <p>Need:</p>	<p>We expect that by implementing a tiered attendance intervention system with referrals and SART meetings held by the school, and support offered to families to remove barriers to attending regularly, the attendance rate and chronic absenteeism rates will improve.</p>	<p>Attendance Rate at P-2 Chronic Absenteeism Rate Local Data Collection of Attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The Chronic Absenteeism Rate on the CA School Dashboard for K-8 is 36.6% for ALL, 38.5% for SED, and 47.8% for ELs. While this has declined from the previous year, there is still improvement needed.</p> <p>Scope: Schoolwide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Supplemental EL Instruction & Materials</p> <p>Need: The EL reclassification rate is 3% and our desired outcome is 10%. The ELPI is shows 40.9% of our ELs making progress.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We expect that by supplementing our EL instruction with additional materials and practicing the ELPAC interim assessments along with EL support classes with targeted support, the reclassification rate and ELPI progress will improve.	ELPI Indicator Reclassification Rate

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

N/A

Additional Concentration Grant Funding

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

The school was able to maintain the additional instructional assistants and a campus supervisor to provide direct services and also added 0.5 social-emotional support to provide additional integrated and targeted services to students needing remediation and intervention. The focus of full-time support staff is to provide the school’s high needs student population with tutoring to support students in meeting their goals and objectives. The amount in Action 1.2 continues to focus on specifically providing the appropriate amount of support staff that provide direct services to unduplicated students, including those with special needs. Current funding for Action 1.2 is to maintain and support staffing at the current levels but we were able to maintain 2.0 FTE for certificated and the school continues to analyze student outcomes to determine if additional staffing is needed. Current instructional support staffing for the 2023-24 school has been determined to be appropriate based on current enrollment numbers. The use of full-time staffing or collaborating with agencies such as the local university will help to provide a comprehensive tiered system of services necessary to meet the specific needs of students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		5.8:265
Staff-to-student ratio of certificated staff providing direct services to students		18:265

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,580,071	1,128,721	24.644%	10.768%	35.412%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,441,956.29	\$601,444.86		\$112,664.18	\$5,156,065.33	\$4,172,540.00	\$983,525.33

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS Tiered Intervention System - Academic	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$97,009.47	\$0.00	\$67,283.36	\$29,726.11	\$0.00	\$0.00	\$97,009.47	
1	1.2	Instructional Support Staff	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$130,028.74	\$0.00	\$57,911.08			\$72,117.66	\$130,028.74	
1	1.3	Schoolwide Data Plan	All		No					\$11,154.59	\$7,300.13	\$18,454.72				\$18,454.72	
1	1.4	Elementary Core Curriculum	All		No					\$0.00	\$211,919.93	\$211,919.93				\$211,919.93	
1	1.5	Supplemental Instructional Support Materials & Resources	Foster Low	Youth Income	Yes	Schoolwide	Foster Youth Low Income	All Schools		\$0.00	\$29,889.42	\$29,889.42				\$29,889.42	
1	1.6	Professional Development	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,382.40	\$10,382.40				\$10,382.40	
1	1.7	Secondary Core & Elective Curriculum	All		No					\$54,177.74	\$0.00	\$54,177.74				\$54,177.74	
1	1.8	Development of Dual Language Immersion Program	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$1,043,594.51	\$86,520.00	\$1,130,114.51				\$1,130,114.51	
1	1.9	Supplemental EL Instruction & Materials	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$33,896.89	\$20,976.26	\$53,669.44			\$1,203.71	\$54,873.15	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	College Activities including Dual Enrollment Classes, & Resources/Materials	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools		\$36,489.81	\$0.00	\$11,333.04	\$25,156.77			\$36,489.81	
1	1.11	Career Technical Education Courses, Activities, and Resources	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	All Schools		\$171,754.10	\$0.00	\$171,754.10				\$171,754.10	
1	1.12	Guidance and Counseling	English Foster Low	Learners Youth Income			English Learners Foster Youth Low Income			\$22,666.08	\$0.00	\$22,666.08				\$22,666.08	
1	1.13	Highly Qualified Core Staff	All		No					\$1,803,549.42	\$0.00	\$1,803,549.42				\$1,803,549.42	
1	1.14	Individualized Learning	Students with Disabilities		No					\$240,071.37	\$0.00		\$240,071.37			\$240,071.37	
1	1.15	Technology Plan	All		No					\$0.00	\$114,855.30	\$99,714.30			\$15,141.00	\$114,855.30	
1	1.16	Transportation for Learning Recovery	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$465,045.00	\$465,045.00				\$465,045.00	
1	1.17	Supplemental Support Staff	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools		\$125,024.64	\$0.00	\$125,024.64				\$125,024.64	
2	2.1	Professional Development for Staff in Improving the School Climate	All		No					\$0.00	\$2,163.00	\$2,163.00				\$2,163.00	
2	2.2	MTSS Tiered Intervention System - Social Emotional Wellness	All		No					\$109,527.83	\$0.00		\$109,527.83			\$109,527.83	
2	2.3	STEAM Education including Arts and Music	All		No					\$52,579.29	\$0.00		\$52,579.29			\$52,579.29	
2	2.4	Positive Behavior Incentives	All		No					\$0.00	\$10,815.00	\$10,815.00				\$10,815.00	
2	2.5	Community Engagement and Outreach	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	All Schools		\$113,529.38	\$0.00		\$113,529.38			\$113,529.38	
2	2.6	School Events and Parent Involvement Activities	All		No					\$0.00	\$3,244.50	\$3,244.50				\$3,244.50	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	MTSS Tiered Intervention System - Attendance	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$80,497.13	\$0.00	\$72,430.22			\$8,066.91	\$80,497.13	
2	2.8	School Field Trips	All	No					\$0.00	\$8,111.25	\$8,111.25				\$8,111.25	
2	2.9	Parent Workshops	All	No					\$14,024.89	\$0.00		\$14,024.89			\$14,024.89	
2	2.10	Parent Communication	All	No					\$16,829.22	\$9,967.10	\$9,967.10	\$16,829.22			\$26,796.32	
2	2.11	Safe Learning Environment	All	No					\$16,134.90	\$2,336.04	\$2,336.04			\$16,134.90	\$18,470.94	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,580,071	1,128,721	24.644%	10.768%	35.412%	\$2,194,837.21	0.000%	47.921 %	Total:	\$2,194,837.21
								LEA-wide Total:	\$0.00
								Limited Total:	\$53,669.44
								Schoolwide Total:	\$2,141,167.77

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	MTSS Tiered Intervention System - Academic	Yes	Schoolwide	English Learners Low Income	All Schools	\$67,283.36	
1	1.2	Instructional Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$57,911.08	
1	1.5	Supplemental Instructional Support Materials & Resources	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$29,889.42	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,382.40	
1	1.8	Development of Dual Language Immersion Program	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,130,114.51	
1	1.9	Supplemental EL Instruction & Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$53,669.44	
1	1.10	College Activities including Dual Enrollment Classes, & Resources/Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,333.04	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Career Technical Education Courses, Activities, and Resources	Yes	Schoolwide	English Learners Low Income	All Schools	\$171,754.10	
1	1.12	Guidance and Counseling			English Learners Foster Youth Low Income		\$22,666.08	
1	1.16	Transportation for Learning Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$465,045.00	
1	1.17	Supplemental Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,024.64	
2	2.5	Community Engagement and Outreach	Yes	Schoolwide	English Learners Low Income	All Schools		
2	2.7	MTSS Tiered Intervention System - Attendance	Yes	Schoolwide	English Learners Low Income	All Schools	\$72,430.22	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,396,351.60	\$5,061,294.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	MTSS Tiered Intervention System - Academic	Yes	\$294,279.49	\$269,094.00
1	1.2	Instructional Support Staff	Yes	\$205,287.08	\$140,439.88
1	1.3	Schoolwide Data Plan	No	\$36,740.38	\$35,094.68
1	1.4	Elementary Curriculum	No	\$140,687.25	\$251,593.20
1	1.5	Instructional Support Materials	No	\$43,136.80	\$51,880.59
1	1.6	Professional Development	Yes	\$45,372.97	\$33,945.54
1	1.7	Arts and Music	Yes	\$48,631.50	\$423.38
1	1.8	Emerging Bilingual Support	No	\$634,527.59	\$558,354.49
2	2.1	College Materials and Resources	No	\$7,564.90	\$1,175.42
2	2.2	Career Technical Education (CTE) Resources	No	\$21,614.00	\$8,341.71
2	2.3	College and Career Activities	Yes	\$24,856.10	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Counseling and Career Guidance	Yes	\$63,417.26	\$65,681.90
2	2.7	Elective Courses	Yes	\$16,210.50	\$7,409.60
2	2.8	Dual and Concurrent Enrollment	Yes	\$47,267.36	\$25,554.52
3	3.1	Highly Qualified Staff	No	\$1,869,156.24	\$2,060,710.80
3	3.3	Facility and Equipment	No	\$717,608.58	\$640,781.82
3	3.4	Positive Behavior Incentives	No	\$27,017.50	\$8,085.31
3	3.5	MTSS Tiered Intervention System - Social/Emotional	No	\$196,793.01	\$178,089.72
3	3.6	Social/Emotional Workshops	No	\$29,158.40	\$25,782.53
3	3.7	Community Engagement and Outreach	Yes	\$115,182.22	\$92,973.70
3	3.8	School Events and Activities	No	\$5,403.50	\$2,842.35
3	3.9	Curriculum and Instructional Materials	No	\$34,582.40	\$21,633.39
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	\$277,748.75	\$249,688.60
4	4.2	School Field Trips	No	\$17,291.20	\$7,325.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Parent Workshops	No	\$32,475.58	\$19,849.07
4	4.4	Parent Communication	Yes	\$238,485.91	\$142,463.79
4	4.5	Supplemental Staff	Yes	\$205,855.13	\$162,078.84

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,139,723	\$1,254,665.98	\$769,327.52	\$485,338.46	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Tiered Intervention System - Academic	Yes	\$288,265.49	\$249,640.84		
1	1.2	Instructional Support Staff	Yes	\$137,048.46	\$56,671.45		
1	1.6	Professional Development	Yes	\$23,388.17	\$1,773.67		
1	1.7	Arts and Music	Yes	\$48,631.50	\$423.38		
2	2.3	College and Career Activities	Yes	\$24,856.10	0.00		
2	2.4	Counseling and Career Guidance	Yes	\$63,417.26	\$65,681.90		
2	2.7	Elective Courses	Yes	\$16,210.50	\$7,409.60		
2	2.8	Dual and Concurrent Enrollment	Yes	\$47,267.36	\$25,554.52		
3	3.7	Community Engagement and Outreach	Yes	\$8,601.10	\$3,895.38		
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	\$192,173.69	\$185,824.04		
4	4.4	Parent Communication	Yes	\$238,485.91	92,588.66		
4	4.5	Supplemental Staff	Yes	\$166,320.44	\$79,864.08		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,439,735	1,139,723	0.00%	33.134%	\$769,327.52	0.000%	22.366%	\$370,395.48	10.768%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Charter School

CDS Code: 24102490138032

School Year: 2024-25

LEA contact information:

Cindy Gentry

Coordinator

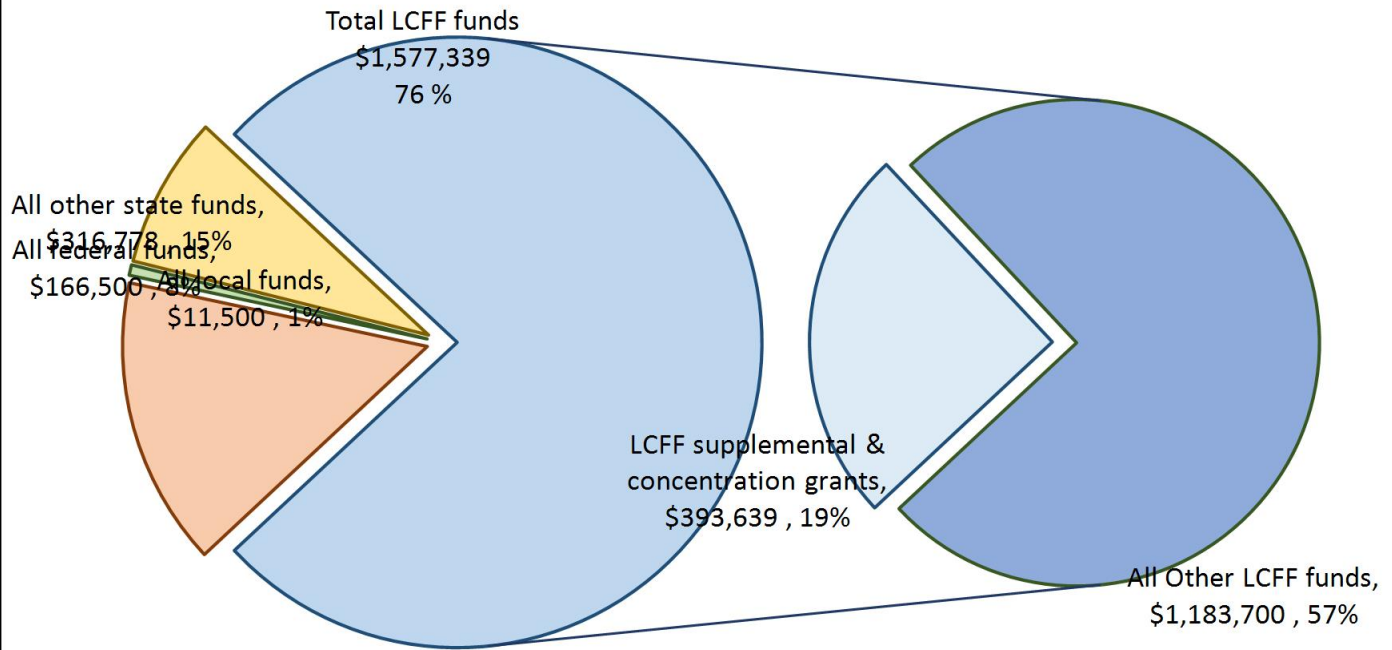
cgentry@mcoe.org

209-381-6788

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

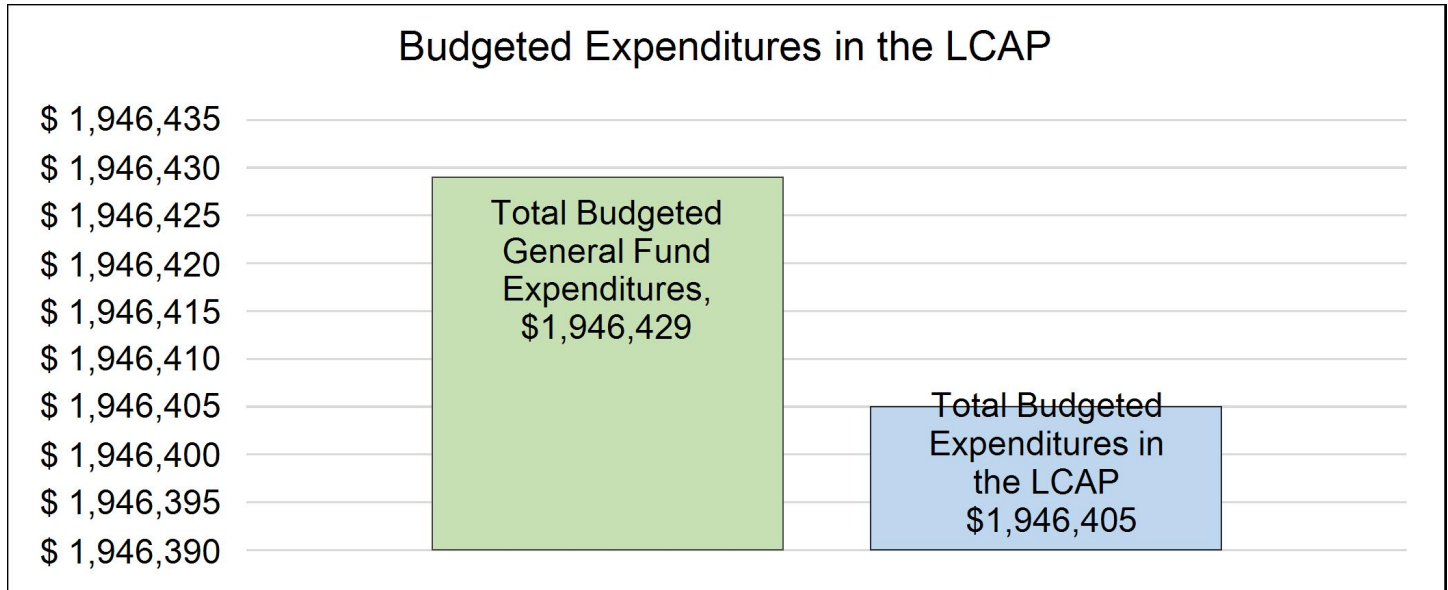


This chart shows the total general purpose revenue Come Back Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Come Back Charter School is \$2,072,117, of which \$1,577,339 is Local Control Funding Formula (LCFF), \$316,778 is other state funds, \$11,500 is local funds, and \$166,500 is federal funds. Of the \$1,577,339 in LCFF Funds, \$393,639 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Come Back Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Come Back Charter School plans to spend \$1,946,429 for the 2024-25 school year. Of that amount, \$1,946,405 is tied to actions/services in the LCAP and \$24 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

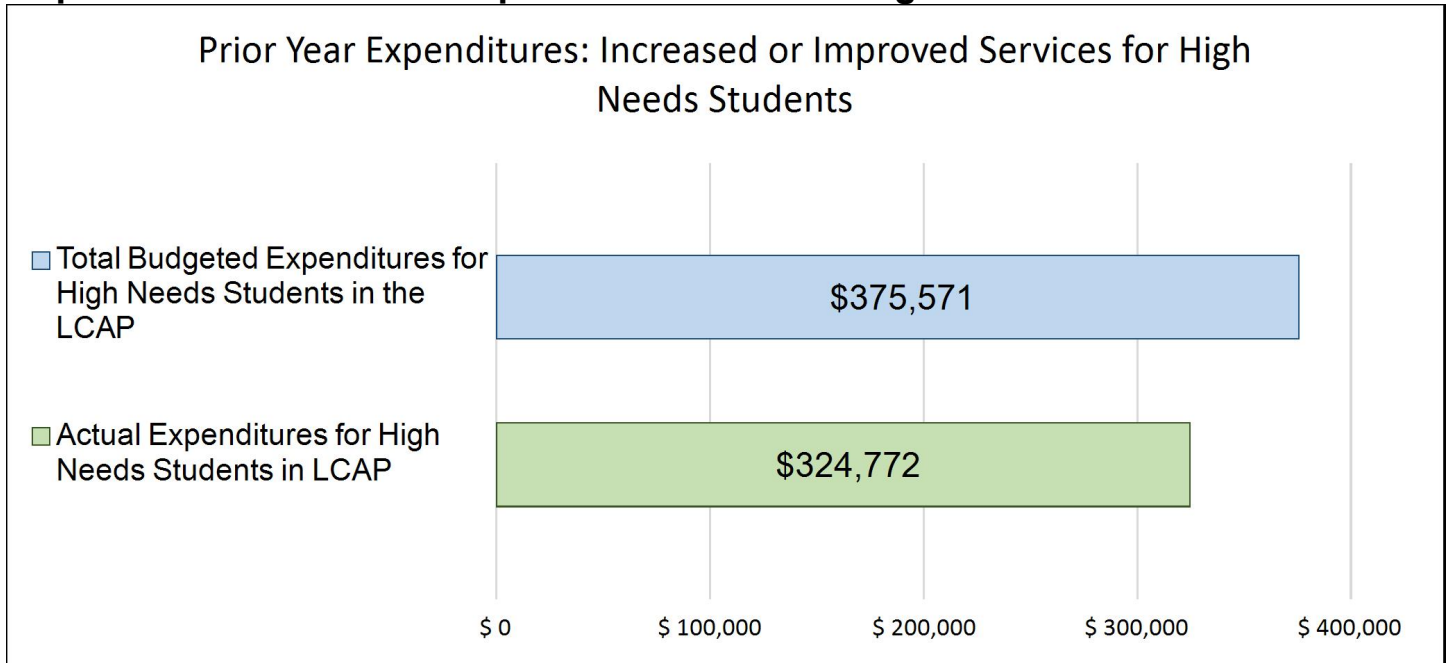
Other General Fund Budget Expenditures not included in the LCAP for the 2024-25 school year are expenditures allocated for supplies, services, and indirect costs not prioritized in the plan but necessary for the general operations of the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Come Back Charter School is projecting it will receive \$393,639 based on the enrollment of foster youth, English learner, and low-income students. Come Back Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Come Back Charter School plans to spend \$449,624 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Come Back Charter School's LCAP budgeted \$375,571 for planned actions to increase or improve services for high needs students. Come Back Charter School actually spent \$324,772 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-50,799 had the following impact on Come Back Charter School's ability to increase or improve services for high needs students:

One-time funding and other grant monies were used to provide some of the actions and services to students. Some actions were not carried out to their full amount due to slower implementation than anticipated.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% I feel staff truly care for me. 94% When I feel upset.....there is someone I can talk to. 82%	2021-22 Spring Survey Actual Data I feel safe in school. = 100% 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%	2022-23 Spring Survey Actual Data I feel safe in school. = 97.78% 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%	2023-24 Spring Survey Actual Data I feel safe in school. = 100% I feel supported by school staff. =92% I feel staff truly care for me. = 100% When I feel upset.....there is someone I can talk to. = 85%	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%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA carried out the following actions in support of this goal:

Action 1.1 (Highly Qualified Staff) - Under this action, the LEA continued to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students. This action was fully implemented according to plan.

Action 1.3 (Facility Maintenance) - The LEA has always been in the Good/Exemplary rating on the Facility Inspection Tool (FIT). To continue achieving this standard, the school maintained adequate facilities conducive to learning through adding and upgrading buildings and equipment as needed. Maintenance and Operation costs are also included in this action. This action was fully implemented according to plan.

Action 1.4 (Positive Behavior Incentives) - Under this action, the LEA provided incentives to students to encourage participation, positive behavior, and connection with the school. This action was partially implemented.

Action 1.5 (Technology) - For this action, the LEA ensured that students have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment. This action was fully implemented according to plan.

Action 1.6 (Curriculum and Instructional Materials) - To ensure that all students have access to a rigorous curriculum, the school maintained, refined, and/or revised the curriculum offerings and materials. This included revising current a-g classes, core curriculum, and CTE options. This action was fully implemented according to plan.

Action 1.2 has been deleted

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

Only one action had a material difference between the amount budgeted and the amount expended. Action 1.4 (Positive Behavior Incentives) was partially implemented and did not spend all budgeted funds. The LEA experienced many changes in Year 3, including beginning to operate across 4 different sites and the leadership transitions associated with that. As such, the PBIS incentive program did not begin when intended, so while incentives were provided, that did not occur to the degree planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Of the six metrics related to this goal, the LEA achieved the desired outcomes on 4 of them, including providing sufficient core instructional materials, maintaining school facilities to an exemplary standard, and maintaining 0% suspension and expulsion rates. These outcomes tell us that actions 1.3, 1.4, 1.5, and 1.6 were effective. The LEA did not meet its desired outcome on the metric of teachers being properly credentialed/assigned as measured by the SARC, which indicates that action 1.1 was not completely effective. Students also reported very high levels of school engagement and connectedness as measured by the school climate survey on all but one of the 4 measures evaluated. This success was influenced by the combined effects of all the actions related to this goal.

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

Goals/Actions: After reviewing our educational partner feedback and being in sync with the other two LCAPs that MCOE oversees, we have moved this goal to Goal 2 for next year.

Changes to actions:

Action 3 will be the only one that remains and the other actions will be relocated to other Goals.

Actions 1, 5, and 6 will be in the new Goal 1, and Action 4 will be in the new Goal 3. We are making progress in the implementation of these actions but are streamlining them for next year. Due to leadership changes at the site and within MCOE, the full implementation of actions was impacted.

Metrics:

We did not remove any actions but added 2.

Metric 1.14 - CAST Distance from Standard and Metric 1.16 - we implemented a new online monitoring program for student safety.

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

Goals and Actions

Goal

Goal #	Description
2	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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: 2.66 Math 1.56
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 Adult ELs 12/21 = 57% ELs 1/9 = 11%	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	2023-24 (5 point rating) Actual - ELA avg = 4.00 ELD avg = 3.67 Math avg = 4.00	ELA avg 4.0 ELD avg 4.0 Math avg 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2023-24 (5 point rating) Actual - ELA avg = 4.33 ELD avg = 4.33 Math avg = 4.33	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	2023-24 (5 point rating) Actual - ELA avg = 4.33 ELD avg = 4.33 Math avg = 4.33	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.			2023-24 Median GE All 7.7 Hispanic 7.8 SED 5.7 SWD 1.7	TBD

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA carried out the following actions related to this goal:

Action 2.1 (MTSS Tiered Intervention System - Academic) - Under this action, the LEA utilized a tiered intervention system based on diagnostic, curriculum embedded, and state assessments as well as student grades and staff feedback. This action was fully implemented according to plan.

Action 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. As such, under this action, the LEA hired and maintained additional instructional support

staff to provide individualized and small group tutoring. Students were identified for additional support based on assessment data, grades, and social/emotional needs. This action was fully implemented according to plan.

Action 2.3 (Instructional Support Materials) - Under this action, the LEA identified students in need of additional instructional support and procured materials for intervention and remediation. Funds were utilized primarily for English language arts and math intervention materials and software. Additional materials in other subject areas were purchased based on teacher recommendation. This action was fully implemented according to plan.

Action 2.4 (Professional Development) - Based on data and staff input, professional development was provided in the form of coaching in instructional strategies to support adult learners. Staff was also encouraged to attend workshops and conferences provided by MCOE and other districts. This action was fully implemented at a lower cost than expected.

Action 2.5 (Supplemental Staff) - Under this action, the LEA provided tutors through internal programs and/or service providers. Supplemental staff also provided additional tutoring and supported students in completing applications for college and financial aid. This action was only minimally implemented.

Action 2.6 (Schoolwide Data Plan) - For this action, the LEA reviewed and refined the assessment system used to determine students' academic status and the possible need for intervention and remediation. The system includes the use of diagnostic testing and surveys to identify student needs and supports. This action was fully implemented according to plan.

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

Two of the actions related to this goal had material differences between what was budgeted and what was actually spent. For Action 2.4, the action was fully implemented, but because more trainings ended up being provided by internal trainers than was originally planned, the cost of the training was lower. For Action 2.5, the process to recruit student worker/tutors took longer than expected and they did not start until near the end of the school year for most sites. Additionally, due to logistical delays in the recruiting and hiring process, no part-time Instructional Aide was hired as planned to support this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was successful in attaining the desired outcomes on 4 of the metrics related to this goal (access to a broad course of study, EL classification rate, having CCSS aligned instructional materials in ELA/Math/ELD, and Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD). These outcomes demonstrate the combined effectiveness of the actions related to this goal. For the only metric where the LEA did not achieve the desired outcome (providing professional learning for teaching ELA/Math/ELD),

great progress was made relative to the baseline year, and the desired outcome was barely missed, again demonstrating the effectiveness of the actions.

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

Goals/Actions: After reviewing our educational partner feedback and in an effort to streamline our goals and actions, we have combined Goals 2 & 3 into one goal (Goal 1) for the next LCAP 3-year cycle plan since preparing students for College & Career is related to academic success. All actions will remain but will be located in Goal 1.

Metrics: We added metrics for our local benchmark assessment and desired outcomes as there were none before because we just implemented it this school year. We added the CAST distance from standard metric as this will be a requirement going forward and a new online safety metric for a platform we will be implementing next year. For our STAR 360 assessment, we will also use the mean to measure progress on the assessment and not the median.

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

Goals and Actions

Goal

Goal #	Description
3	Career and College Ready: Ensure graduating students are career and college ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 - 3	5

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA carried out the following actions in support of this goal:

Action 3.1 (Workforce Investment) - Under this action, the LEA maintained agreements with agencies supported by the Workforce Innovation and Opportunity Act (WIOA). Such agencies included Empower and Worknet. Partnerships provided a more seamless transition and support

structure once students achieved the minimum qualifications for training. This action was fully implemented according to plan at no additional cost to the LEA.

Action 3.2 (College and Career Activities) - To help students understand their college and career options, the LEA provided workshops on colleges, universities, technical training programs, and select businesses to help students gain a better idea of the opportunities available for them. This action was fully implemented according to plan.

Action 3.3 (Counseling and Career Guidance) - LEA staff provided opportunities for students to do career assessments, develop their portfolios, and attend workshops on career and college guidance. Other support provided included assisting students in applying for college, financial aid, and training opportunities. This action was fully implemented but at lower-than-expected cost to the LEA.

Action 3.4 (Elective Course Options) - To support students with college and career exploration, the LEA added more elective courses for students to explore areas of interest. This action was fully implemented but costs were lower than expected.

Action 3.5 (Career Technical Education Courses) - Under this action, the LEA incorporated 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. This action was fully implemented.

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

Several of the actions associated with this goal had material differences between their budgeted amounts and the amounts actually spent. For Action 3.1, while the LEA maintained all workforce agreements and partnerships, this work was folded into the regular activities of the Principals and other Administrators, and therefore resulted in no additional spending. For Action 3.3, the activities were fully implemented, but costs were lower than budgeted due to several factors, including salary savings that occurred due to a staffing transition among counselors, as well as not needing to purchase any new supplies to support this action. For Action 3.4, the program decision made this year was to respond to student demand for CTE courses by focusing spending on electives connected to CTE pathways. So while numerous new electives were offered, because they were CTE courses, they did not require licenses from the existing online curriculum provider. Connected to this is the additional spending seen in Action 3.5, which went to support those additional CTE course libraries.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While the actions associated with this goal were fully implemented, this did not result in the LEA achieving its desired outcomes on the related metrics. Students were provided with counseling, career guidance, college and career related activities, and access to electives and CTE courses to support their post-high school goals. These activities were also supported by robust partnerships with workforce investment organizations. Come Back students face a variety of barriers to career and college success, however, and in addition to carrying out the

actions related to this goal, the LEA will strive in the future to better provide the other supports needed for students to take advantage of these offerings, such as the supports described in goal 4, especially child care for parenting students.

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

Goals/Actions: After reviewing our educational partner feedback and in an effort to streamline our goals and actions, we have combined Goals 2 & 3 into one goal (Goal 1) for the next LCAP 3-year cycle plan since preparing students for College & Career is related to academic success. All actions will remain but will be located in Goal 1.
Metrics: The metrics also remain unchanged and will be located in Goal 1 next year.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	28.6%	2020-21 = 27.3%	2021-22 = 39.5%	2022/23 = 4/5 year rate All 24.1% SED 24.1% Hispanic 19.4% 1 year DASS rate All 31.1% SED 30.6% Hispanic 28.4%	50%
Attendance Rate as measured by P2	2019/20 - 82%	2021-22 = 66.21%	2022-23 = 71.40%	2023/2024 = 80%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of SART meetings	2021/22 will be our baseline year	2021-22 = 6	2022-23 = 10	2023/24 = 15 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 = 30	30
Annual Credit completion averages - Quarters 1-3	2023-24 will serve as baseline year			2023/24 = 10.75	TBD

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA carried out the following actions related to this goal:

Action 4.1 (MTSS Tiered Intervention System - Attendance) - Under this action, the LEA utilized a tiered attendance system outlined in the Learning Continuity and Attendance Plan. The school established an attendance review team to review attendance data on a biweekly basis and identified universal, strategic and targeted support for students to re-engage them in their education. This action was fully implemented.

Action 4.2 (School Events) - Under this action, the LEA continued to offer school events such as orientations, Open House, and graduation to involve students and their families with the school. This action was partially implemented.

Action 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. As such, the LEA conducted workshops and trainings to support families with the school program and students with developing effective coping and resiliency skills to improve their overall well- being. This action was fully implemented according to plan.

Action 4.4 (Staff to Student Communication) - This action called for the LEA to ensure that staff is in regular contact with students. Such contact included the use of Parent Square, conference calls, Zoom meetings, and individual meetings between students and staff. Bilingual staff provided translation support for families as needed. This action was fully implemented according to plan.

Action 4.5 (Community Engagement and Outreach) - Under this action, the school partnered with community agencies and sought outside resources to better support the needs of students facing adverse conditions. Through marketing and promotion, the school created

partnerships and sought donations to support students' economic and social emotional needs. This action was fully implemented according to plan.

Action 4.6 (Support for Children) - Students with young children have the need for child care support so that they can regularly and successfully participate in school. This action called for the school to establish connections with local community groups and investigate opportunities for students to access childcare in support of their studies. This action was not implemented.

Action 4.7 (Credit Completion) - In order to improve credit completion, and thereby, graduation rates, the LEA developed and implemented a system for monitoring student credit completion in order to encourage credit accumulation. This action was fully implemented according to plan.

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

There were material budgeting differences on several of the actions associated with this goal. For Action 4.1, additional funds were expended on a portion of a Registrar's salary to assist with tracking attendance and identifying students needing re-engagement. For Action 4.2, fewer events were held and fewer funds were expended than expected. This was due to leadership changes at 2 of the LEA sites, which delayed the planning and scheduling of many events. These leadership changes also affected the implementation of Action 4.6, as new Principals were not able to devote the planned time to researching community childcare options and building partnerships and agreements with outside agencies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA was successful in improving the % of students with 90% or better attendance. For other metrics related to student attendance, the LEA came close to meeting its desired outcomes and made progress relative to the baseline year. These results indicate that the actions related to this goal had a combined positive effect on student attendance, though the positive effects did not result in the hoped for increase in graduation rates. Graduation rates did improve relative to the baseline year, but did not reach the desired outcome.

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

With the combining of Goal 2 & 3 next year into Goal 1, this goal remains unchanged other than now it will be considered Goal 3. Actions 2, 3, 4, 5, 6, and 7 will be moved to Goal 2 under Positive school climate and culture. Also, Action 1.4 will move to Goal 3 next year as an incentive for students to meet their graduation requirements. We will also add an action for Homeless Youth resources and Summer Session offerings to this Goal for increasing the graduation rate.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Come Back Charter School (CBCS) operates a nonclassroom-based (NCB) program that provides an independent study program for adult students wishing to complete the requirements for a high school diploma. CBCS serves students from Merced County and adjacent counties who are age 18 and older and who have not yet received a high school diploma. CBCS provides these students with a program that allows them a flexible schedule to complete coursework, with the ultimate goal of attaining a diploma, being prepared for college and careers, and achieving self-sufficiency.. Students who attend CBCS may be working full time, have children, be supporting family members, and/or requiring certain socio-economic and social-emotional supports to achieve their goals. The enrollment for the 2023-24 school year is 120 students, 94% of whom are socioeconomically disadvantaged, 8% are English learners, 1% are homeless, and 89% are unduplicated pupils. Students of CBCS come from a variety of backgrounds and are demographically representative of the population of Merced County, which is predominantly non-white, underemployed, and has low levels of educational attainment.

The base program at CBCS requires students to meet with teachers in person at least once a week. Work is assigned each week and the previous week's work is graded and analyzed by a certificated teacher to ensure that the student is engaged in work on a daily basis and completing assignments regularly. Students must come to the school site weekly, but many students come more often to participate in tutoring, workshops, job training opportunities, and career/college/personal counseling. Students who attend CBCS have experienced barriers that prevented them from being successful in high school. Many of the students continue to need support to overcome these barriers and progress towards being successful and self-sufficient adults.

Come Back Charter School Vision: Transforming lives through exemplary education and employability training.

Come Back Charter School Mission: Come Back Charter School is committed to providing alternative options for adults of all backgrounds, ages, and ability levels to earn a high school diploma.

Schoolwide Learner Outcomes: Graduates of Come Back Charter School will have "PRIDE"

Passion – Students will have a positive growth mindset in learning and personal life

Resiliency – Students will continue to move forward regardless of obstacles and preconceived notions

Innovation – Students will think "outside the box"

Dedication – Students will never give up on themselves or their goals

Empowerment – Students will have pride in their capabilities and take ownership of their life goals.

ACRONYM KEY

CCI = College/Career Indicator

CCSS = Common Core State Standards

COE = County Office of Education

DASS = Dashboard Alternative School Status

EL = English Learners

ELA = English Language Arts
ELD = English Language Development
ELPI = English Learner Progress Indicator
FY = Foster Youth
LCAP = Local Control and Accountability Plan
LEA = Local Educational Agency
LI = Local Indicators
LTEL = Long-Term English Learners
MOU = Memorandum of Understanding
MTSS = Multi-Tiered System of Supports
PBIS = Positive Behavioral Interventions and Supports
SARC = School Accountability Report Card
SART = School Attendance Review Team
SED = Socio-Economically Disadvantaged
SRO = School Resource Officer
SWD = Students with Disabilities

Reflections: Annual Performance

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

According to the California School Dashboard, Come Back Charter School student groups with lowest performance level status by indicator are:

- 1) Graduation Rate - the whole school population and Socioeconomically Disadvantaged Students scored at the lowest performance level
- 2) CCI (College & Career Indicator) - the whole school population and Socioeconomically Disadvantaged Students scored at the lowest performance level

Indicators on the Dashboard continue to be few for CBCS. Because the school's adult students are identified as twelfth graders, they do not participate in the English language arts or mathematics portion of state testing. The school's Dashboard Alternative School Status (DASS) criterion show that the CBCS graduation rate is an area of critical need. In 2023, the graduation rate was 24.1%, a decrease of 15.4% compared to the previous year. College and career readiness is also a critical area, with 0% of students meeting the criteria for college/career preparation.

In conjunction with this, attendance and, more specifically, absenteeism continues to be a major issue for CBCS students. Absences at CBCS indicate that a student is not completing work, and the lack of work completion has a direct correlation with graduation. Therefore, maintaining a high attendance rate and low absenteeism rate is essential for student performance and growth, which will lead to higher graduation rates. This year, the student attendance rate was 80%, and among students enrolled in the Fall semester for more than 30 days, 37% had 10 or more unexcused absences. Clearly, CBCS needs to continue to develop and implement strategies to address attendance issues and make it easier and more desirable for students to come to school regularly,

Educational partner feedback continues to identify the need for more instructional support staff for targeted interventions, counseling staff to support students' transitions after high school, and assistance for students towards meeting their transportation, childcare, and and other socio-economic needs.

The greatest strength and success of the program at CBCS continues to be in the positive relationships staff build with students. School climate surveys demonstrate that CBCS offers a positive and welcoming environment. Surveys given in the fall and spring show that students continue to have a positive view of the school and a connection with the school and its staff. According to the spring data, students feel safe on campus (100%), believe that the staff truly care for them (100%), and they feel supported by the school staff (92%). The school continues to have zero suspensions and expulsions, another indicator of a safe, welcoming, and engaging school climate. The school continues to meet the standards for all Local Indicators, which show that students have access to a broad course of study, sufficient instructional materials, and excellent school facilities.

Other highlights and successes of the school revolve around student supports in the form of tutoring and vocational training and guidance. CBCS students continue to see benefits from having access to tutors who provide additional support based on assessment data, grades, and other identified needs. Additionally, through partnerships with programs such as Empower and Worknet, CBCS students benefit from the support of career training providers while attaining their high school diplomas. And in 2023-2024, CBCS incorporated Career Technical Education (CTE) course(s) as part of students' course requirements and qualifications for graduation to allow them to explore more career pathway opportunities, thereby promoting their career-readiness and self-sufficiency.

CBCS is confident that the LCAP plan presented here continues to address students' critical needs as identified by the California Dashboard and local indicators.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Come Back Charter School

Support for Identified Schools

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

CBCS currently operates an independent study program as one school with multiple sites in the cities of Merced, Los Banos, and Atwater. Although the school has implemented numerous strategies to improve the graduation rate, it is still well-below an acceptable level (in 2023, the rate was 24.1%).

The CSI involvement and review process for CBCS is aligned with the school's LCAP and WASC process. Through these processes, the school self-reflects on its areas of strength and areas for growth. These processes allow for input from students, families, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the CSI plan:

- teaching staff
- students
- families
- community members
- agency partners
- school advisory board

Through the school-level needs assessment process process, educational partner feedback was sought through surveys and meetings and specific suggestions on how to improve graduation rates were gathered. Staff discussed in meetings ideas and recommendations for approaches to improve graduation completion. Additional data was gathered and analyzed. Discussion among the staff, who serve as the school's leadership team, was around factors affecting students' ability to complete their graduation requirements. Factors and resource inequities noted include students supporting families by working long hours, students needing childcare so that they can attend appointments and tutoring sessions, and the need for flexibility in school hours to allow students to get help outside of the normal school day. Credit completion data per quarter was analyzed and ideas were sought on how to improve credit completion per quarter, which will help in course completion and diploma attainment. Information from students and families showed students needing more support in the form of one-on-one or small group tutoring, a study area outside the home to focus on their work, and the need for flexibility in scheduling for appointments and supports. In general, there is a consensus across feedback from all educational partners that students can be more successful if given the proper supports.

Since the school is a charter school considered a one-school LEA, the school leadership team will work closely with the Student Programs and Educational Services leadership teams at MCOE to provide evidence-based interventions for students. Instructors will also be supported with opportunities for targeted professional development on the topic of how to best serve adult learners. Further, creating more partnerships in the local community will help to get students outside the school site and perhaps the school, opening up even more flexible opportunities to access help. This will include working with community agencies to identify venues where students can access childcare. Finally, the leadership team will support the school in reviewing and revising its MTSS processes for attendance, academics, and social emotional support to best support students of all backgrounds.

The WASC and LCAP processes clearly identified the graduation rate as an area of critical need. The school has already taken numerous

measures to improve this outcome and will continue to review and refine these strategies through the continuous improvement process.

Monitoring and Evaluating Effectiveness

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

CBCS has developed a schoolwide data plan that utilizes and tracks several indicators and metrics such as attendance rate, credit completion per quarter, school climate surveys, and will include diagnostic growth data to use as the school's system to determine student achievement levels in English and mathematics. The collection of this data will determine the effectiveness of the actions and goals for improving the outcomes for students, including graduation rates. A leadership team made up of the school administrators, counselors, and teachers monitors student progress toward completing graduation requirements. Monitoring consists of face-to-face meetings between the student and one of the team members to review, update, and discuss a plan to complete graduation requirements within a timely manner. Meetings also include relevant information around postsecondary college and career options and resources individualized to each student's interests. To support teachers and instructional support staff, relevant professional development and collaboration meetings will be scheduled to review and analyze the abovementioned progress data and results, and utilize the analysis to make program decisions. Data from specific metrics in the CSI Plan, including the four/five-year cohort graduation rate, will be reviewed on an ongoing basis through stakeholder meetings, advisory board meetings, and during the Student Programs Leadership Team meetings.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none">• Survey of local indicators in school climate, family engagement, and implementation of academic standards conducted in April 2024• Staff meeting held in March 2024• Advisory Board meeting held in May 2024
Principals	<ul style="list-style-type: none">• Survey of local indicators in school climate, family engagement, and implementation of academic standards conducted in April 2024• Staff meeting held in March 2024• Advisory Board meeting held in May 2024• Staff meeting for a final review of goals and actions held on May 24, 2024.
Administrators/Leadership	<ul style="list-style-type: none">• Survey of local indicators in school climate, family engagement, and implementation of academic standards conducted in April 2024• Staff meeting held in March 2024• Advisory Board meeting held in May 2024• Staff meeting for a final review of goals and actions held on May 15, 2024.

Educational Partner(s)	Process for Engagement
Other School Staff	<ul style="list-style-type: none"> • Survey of local indicators in school climate, family engagement, and implementation of academic standards conducted in April 2024 • Staff meeting held in March 2024 • Advisory Board meeting held in May 2024
Students	<ul style="list-style-type: none"> • Survey on school climate conducted April 2024 • Survey on LCAP actions/goals conducted in April 2024 • Student meeting held in April 2024 • Advisory Board meeting held in May 2024

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

Feedback from the above-named educational partners significantly shaped the LCAP goals in the following ways. It should be noted that parent feedback is minimal at CBCS since all students are 18 years of age or older.

Goal 1 - Students, staff, and educational partners work together to develop an academic and career plan that leads to graduation from high school and moves students towards higher education/technical training and better job opportunities. This Broad Goal was developed in response to the fact that students continue to enroll at academic levels below their grade level as determined by course and curriculum placement. Current diagnostic assessments show a need for increased academic support for students, and there is also an identified need to develop students' soft skills to support their future postsecondary education and careers. In the previous LCAP, this was Goal 2 and it did not include a specific reference to graduation. Feedback from all partners this year indicated that maintaining this goal and its associated actions, including adding emphasis on graduation, is a top priority. 88% of staff and 97% of students agreed or strongly agreed that this goal should continue. This goal focuses on all factors that support academic/career planning, graduation, and post-graduation outcomes and includes highly qualified staff, technology, curriculum, MTSS, and numerous other strategies to support student success.

Goal 2 - Maintain a welcoming and comfortable learning environment where students feel connected to the school and community. In educational partner surveys, current and former students noted that the atmosphere at Come Back Charter School is more welcoming and supportive than in their previous educational setting. Stakeholders also note that maintaining this supportive environment will keep students engaged in school, thereby promoting their success. In the previous LCAP, this was Goal 1. When asked if this Broad Goal and its associated actions should continue, 91% of staff and 99% of students agreed or strongly agreed.

Goal 3 - Increase the 4/5 year cohort graduation rate of the school to 50% by 2026/27 school year. This focused goal was developed to align with CBCS's vision and mission to provide opportunities for adult students to attend school and complete credits, which leads to earning their

high school diploma. The goal under the previous LCAP was to achieve this graduation rate by 2024. When surveyed, 94% of staff and 93% of students agreed or strongly agreed that the actions under this goal should continue.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Performance: Students, staff, and educational partners work together to develop an academic and career plan that leads to graduation from high school and moves students towards higher education/technical training and better job opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students continue to enroll at academic levels below their grade level as determined by course and curriculum placement. Current diagnostic assessments show a need for increased academic support for students. In addition to academics, the school will develop their soft skills in order to obtain more gainful employment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Broad Course of Study - master schedule/courses	2023/24 = 100%			100%	
1.2	EL reclassification rate	2023/24 Adult ELs 12/21 = 57% ELs 1/9 = 11%			Adult ELs 15% ELs 15%	
1.3	State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	2023-24 (5 point rating) Actual - ELA avg = 4.00 ELD avg = 3.67 Math avg = 4.00			4.00 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	2023-24 (5 point rating) Actual - ELA avg = 4.33 ELD avg = 4.33 Math avg = 4.33			Maintain 4.00 or higher	
1.5	State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	2023-24 (5 point rating) Actual - ELA avg = 4.33 ELD avg = 4.33 Math avg = 4.33			Maintain 4.0 or higher	
1.6	STAR360 data from Consolidated Summary report in Reading and Math - mean GE as measured by All Time Data range	2023-24 Reading All 7.0 ELL 4.2 Hispanic 6.8 SED 6.9 SWD 5.8 Math All 6.0 ELL 3.9 Hispanic 5.9 SED 5.9 SWD 4.5			Reading All 9.0 ELL 6.0 Hispanic 7.5 SED 7.5 SWD 6.5 Math All 8.0 ELL 5.5 Hispanic 7.0 SED 7.0 SWD 6.5	
1.7	College & Career Indicator (CCI)	2022/23 CCI - 0% prepared			10%	
1.8	# of Merced College courses taken by students	2023/24 - 0 courses			5 courses	
1.9	# of students enrolled at local community college	2023/24 - 0 students			10 students	
1.10	# of students enrolled in job training	2023/24 - 0 students			10 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	# of Advisory Board Meetings	2023/24 - 3 meetings			3 meetings	
1.12	Teachers credentialed/assignments	2023/24 - 5 teachers 20% Fully credentialed and properly assigned 80% Out of Field using Local Assignment Option			60% Fully credentialed and properly assigned 40% Out of Field using Local Assignment Option	
1.13	Sufficient core instructional materials	2023/24 - 100%			100%	
1.14	CAASPP: Science Distance from Standard	2024/25 school year will be our baseline			TBD	
1.15	School Spring Climate Surveys % Students reporting strongly agree or agree	Student Climate Survey results: I look forward to participating in school. 92% I believe that being prepared for high school, college and the world of work is important. 92%			Student Climate Survey results: I look forward to participating in school. 100% I believe that being prepared for high school, college and the world of work is important. 100%	
1.16	# of incidents reported on Gaggle	2024/25 will be the baseline year			TBD	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$895,578.46	No
1.2	Technology	Ensure students and staff have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment. Our school will monitor online school safety with a management program.	\$123,148.31	No
1.3	Curriculum & 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.	\$13,215.15	No
1.4	MTSS Tiered Intervention System - Academic	School data shows a need for improvement in academics. To address this need, the school will utilize a tiered intervention system based on	\$51,622.16	Yes

Action #	Title	Description	Total Funds	Contributing
		diagnostic, curriculum embedded, and state assessments as well as students grades and staff.		
1.5	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.	\$50,909.45	Yes
1.6	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.	\$8,924.54	Yes
1.7	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.	\$5,155.39	No
1.8	Supplemental Supports/Tutoring	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, support applications to college and completing financial aid applications and provide assistance in monitoring families for students.	\$99,908.97	Yes
1.9	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 and formative testing and analyzing surveys to identify student needs and supports. {WASC Action 1.3}	\$52,554.17	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	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 minimum qualifications for training. {WASC Action 3.1 and 3.3}	\$10,074.17	No
1.11	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.	\$100,263.20	Yes
1.12	Counseling and Career Guidance	Staff will provide opportunities for students to develop individual learning plans, complete 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}	\$22,670.40	Yes
1.13	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.	\$4,801.86	Yes
1.14	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.	\$8,652.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In Educational Partner surveys, current and former students noted the atmosphere at Come Back Charter School as being more welcoming and supportive than their previous educational setting. Staff also stated that removing previous barriers to a student's education will help make students more successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities are maintained and in good repair as measured by the SARC	2023/24 - Overall Rating Exemplary			Overall Rating Exemplary	
2.2	Pupil Suspension Rate	2023/24 - 0%			0%	
2.3	Pupil Expulsion Rate	2023/24 - 0%			0%	
2.4	School Spring Climate Surveys % Students reporting strongly agree or agree	2023-24 Spring Survey I feel safe in school. = 100% I feel supported by school staff. =92% I feel staff truly care for me. = 100% When I feel upset.....there is			Spring Survey I feel safe in school. = 100% I feel supported by school staff. =95% I feel staff truly care for me. = 100% When I feel upset.....there is	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		someone I can talk to. = 85% I trust my ability to solve difficult problems 85%			someone I can talk to. = 90% I trust my ability to solve difficult problems 90%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$36,312.44	No

Action #	Title	Description	Total Funds	Contributing
2.2	School Events	Continue with school events such as orientations, Open House, and graduation to involve students and their families with the school.	\$3,244.50	No
2.3	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 developing effective coping and resiliency skills to improve their overall well being. {WASC Action 2.2}	\$20,148.35	Yes
2.4	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.	\$30,291.73	No
2.5	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, including providing children oversight so students can attend class and study {WASC Action 2.1 & 2.3}	\$220,138.24	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the 4/5 year cohort graduation rate of the school to 50% by 2026/27 school year.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The vision and mission of Come Back Charter School is to provide opportunities for adult students to attend school, complete credits, which leads to earning their high school diploma.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rate - 4/5 Cohort adjusted rate	2022/23 = 4/5 year rate All 24.1% SED 24.1% Hispanic 19.4%			4/5 year rate All 50% SED 50% Hispanic 50%	
3.2	Graduation Rate - 1 year DASS	2022/23 1 year DASS rate All 31.1% SED 30.6% Hispanic 28.4%			1 year DASS rate All 50% SED 50% Hispanic 50%	
3.3	Annual Credit completion averages - Semester 1	2023/24 = 10.75			15	
3.4	Attendance Rate as measured by P2	2023/2024 = 80%			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Local data plan - students with 90% or better attendance in Fall Semester	2023/24 = 55%			70%	
3.6	Local data plan - students with 10 or more unexcused absences in Fall Semester for students enrolled longer than 30 days	2023/24 = 51/139 = 37%			30%	
3.7	# of SART meetings	2023/24 = 15 meetings			10 meetings	
3.8	# of referrals to intervention for attendance	2023/24 = 30			20 referrals	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS Tiered Intervention System - Attendance	The school will utilize a tiered attendance system. 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}	\$62,558.29	Yes
3.2	Credit Completion	Through an analysis of number of credits completed by quarter, students were achieving 70% 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.	\$64,425.86	No
3.3	Homeless Students	Homeless students are part of the SED student group on the CA School Dashboard. We have a need to improve the Graduation Rate for our SED student groups. We will provide resources to our Homeless students (included in the SED student group) to reduce barriers of accessing and attending school.	\$1,081.50	Yes
3.4	Summer Session	To increase graduation rates for our SED student group according to the CA School Dashboard, our schools will offer summer session for seniors who need to complete credits to make growth towards meeting graduation requirements.	\$59,482.50	Yes
3.5	Positive Incentives	Provide incentives to students to encourage participation, positive behavior and attendance, and connection with the school. Incentive points will be tracked utilizing the school's PBIS system.	\$1,243.73	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$393,639	\$43,145

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.956%	1.352%	\$12,498.68	26.308%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: MTSS Tiered Intervention System - Academic</p> <p>Need: The STAR 360 results show a need to increase the scores of the Socioeconomically Disadvantaged and English Learner students compared to All students. Those groups are scoring 1.5 to 3.0 grade levels lower in reading and math compared to the ALL student group. We will use a tiered academic intervention</p>	<p>We expect that by incorporating tiered academic support to our SED and EL students, their STAR 360 scores will improve in reading and math.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	STAR 360 assessment data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>system to identify students for additional support.</p> <p>Scope: Schoolwide</p>		
1.5	<p>Action: Instructional Support Staff</p> <p>Need: The STAR 360 results show a need to increase the scores of the Socioeconomically Disadvantaged and English Learner students compared to All students. Those groups are scoring 1.5 to 3.0 grade levels lower in reading and math compared to the ALL student group. We will employ a bilingual instructional aide to support students.</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing a bilingual instructional aide to our SED and EL students, their STAR 360 scores will improve in reading and math and the staff will rate the implementation of the program for instructional improvement higher on the local indicator report.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>STAR 360 assessment data</p> <p>State Reflection Tool - Implementing programs for instructional improvement</p>
1.6	<p>Action: Instructional Support Materials</p> <p>Need: The STAR 360 results show a need to increase the scores of the Socioeconomically Disadvantaged and English Learner students compared to All students. Those groups are scoring 1.5 to 3.0 grade levels lower in reading and math compared to the ALL student group.</p>	<p>We expect that by providing additional instructional materials for our staff to use, our SED and EL students, their STAR 360 scores will improve in reading and math and the staff will rate the implementation of the program for instructional improvement higher on the local indicator report.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is</p>	<p>STAR 360 assessment data</p> <p>State Reflection Tool - Implementing programs for instructional improvement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>We will provide supplemental curriculum materials for instructional improvement.</p> <p>Scope: Schoolwide</p>	<p>best to provide these services above to all of our students on an LEA-wide basis.</p>	
1.8	<p>Action: Supplemental Supports/Tutoring</p> <p>Need: The STAR 360 results show a need to increase the scores of the Socioeconomically Disadvantaged and English Learner students compared to All students. Those groups are scoring 1.5 to 3.0 grade levels lower in reading and math compared to the ALL student group. We will provide supplemental support including tutoring for instructional improvement.</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing additional instructional support such as a tutoring service and student workers for our students, their STAR 360 scores will improve in reading and math and the staff will rate the implementation of the program for instructional improvement higher on the local indicator report.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	<p>STAR 360 assessment data State Reflection Tool - Implementing programs for instructional improvement</p>
1.9	<p>Action: Schoolwide Data Plan</p> <p>Need: The STAR 360 results show a need to increase the scores of the Socioeconomically Disadvantaged and English Learner students compared to All students. Those groups are scoring 1.5 to 3.0 grade levels lower in reading and math compared to the ALL student group. We will provide supplemental support</p>	<p>We expect that by providing additional refinement to our assessment system to determine interventions based on need, our students' STAR 360 scores will improve in reading and math and the staff will rate the implementation of the program for instructional improvement higher on the local indicator report.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is</p>	<p>STAR 360 assessment data State Reflection Tool - Implementing programs for instructional improvement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including tutoring for instructional improvement. Scope: Schoolwide	best to provide these services above to all of our students on an LEA-wide basis.	
1.11	Action: College and Career Activities Need: The CA School Dashboard shows 0% of our students are Prepared for College and/or Career. Also on our local survey 92% of students feel that being prepared for college and the work world is important. None of our students are enrolled in dual credit courses nor job training programs. Scope: Schoolwide	We expect that by providing providing workshops to students on the topics of college and career will better prepare our students to be college and career ready and it will show in our CCI, local survey, and rates of those enrolled in dual credit and job training. Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.	CCI # of students enrolled in community college # of students enrolled in job training Spring Climate survey results
1.12	Action: Counseling and Career Guidance Need: The CA School Dashboard shows 0% of our students are Prepared for College and/or Career. Also on our local survey 92% of students feel that being prepared for college and the work world is important. None of our students are enrolled in dual credit courses or job training programs. Scope:	We expect that by providing staff such as academic counselors to create learning plans and portfolios and provide college and career guidance our students will better prepare our students to be college and career ready and it will show in our CCI, local survey, and rates of those enrolled in dual credit and job training. Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.	CCI # of students enrolled in community college # of students enrolled in job training Spring Climate survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.13	<p>Action: Elective Course Options</p> <p>Need: The CA School Dashboard shows 0% of our students are Prepared for College and/or Career. Also in our local survey, 92% of students look forward to participating in school.</p> <p>Scope: Schoolwide</p>	<p>We expect that providing elective course options to our students will help prepare them for their interests in the work world and it will in our local survey results and attendance rates.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	Local climate survey
1.14	<p>Action: Career Technical Education (CTE) Courses</p> <p>Need: The CA School Dashboard shows 0% of our students are Prepared for College and/or Career. Also on our local survey 92% of students feel that being prepared for college and the work world is important. None of our students are enrolled in dual credit courses or job training programs.</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing CTE courses as part of a student's course requirements and qualifications to graduate, this will better prepare our students to be college and career ready, and it will show as an improvement in our CCI, local survey, and rates of those enrolled in dual credit and job training.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	CCI # of students enrolled in community college # of students enrolled in job training
2.3	<p>Action: Family Support Workshops</p> <p>Need:</p>	We expect that by conducting workshops and trainings with our students and families to promote overall well being, the results of the student climate survey will improve,	School climate survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Local survey data shows that only 85% of students trust their ability to solve difficult problems and only 85% have someone at school they can talk to when they are upset.</p> <p>Scope: Schoolwide</p>	<p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
2.5	<p>Action: Community Engagement and Outreach</p> <p>Need: Local survey data shows that only 85% of students trust their ability to solve difficult problems and only 85% have someone at school they can talk to when they are upset. Through empathy interviews our adult students have shared that child care is a barrier for them to attend class and/or complete their work. In our local climate survey, students shared that childcare was a reason they would not be able to participate in tutoring classes.</p> <p>Scope: Schoolwide</p>	<p>We expect that by partnering with community agencies to provide resources to our students and by providing babysitting services so students could attend class including tutoring sessions, the school climate results will improve,</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	School climate survey results
3.1	<p>Action: MTSS Tiered Intervention System - Attendance</p> <p>Need: Our graduation rate shows a lower rate for our SED student group than the all student group. Since this is non-classroom based school</p>	<p>We expect that by creating an attendance review system to monitor student attendance and develop interventions, then we will improve our attendance rates, credit completion and graduation rates.</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student</p>	<p>Attendance rate</p> <p>Annual credit completion averages</p> <p>Graduation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>program, work completion is directly tied to claiming attendance and earning credits towards graduation.</p> <p>Scope: Schoolwide</p>	<p>populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
3.4	<p>Action: Summer Session</p> <p>Need: The CA School Dashboard shows the need to improve Graduation rates for our SED student group,</p> <p>Scope: Schoolwide</p>	<p>We expect that by offering summer session to our adult students who are all seniors, they will be able to earn more credits than during the school year alone and the graduation rate will improve,</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	
3.5	<p>Action: Positive Incentives</p> <p>Need: The CA School Dashboard shows the need to improve Graduation rates for our SED student group,</p> <p>Scope: Schoolwide</p>	<p>We expect that by providing incentives to students who work to improve their attendance and work completion, credit completion, and ultimately reach graduation status, that the attendance rate and graduation rate will improve,</p> <p>Based on available statewide data, local assessment data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services above to all of our students on an LEA-wide basis.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	<p>Action: Homeless Students</p> <p>Need: The CA School Dashboard shows the need to improve Graduation rates for our SED student group, which includes our Homeless Youth.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We expect that by providing needed resources to our Homeless student to reduce barriers to attending school and completing their work, the Graduation rate will improve for this student group,	Graduation rate

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

N/A

Additional Concentration Grant Funding

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

Come Back Charter has a high concentration of unduplicated students at 89%. With the additional concentration grant add-on funding, CBCS will utilize this funding to support and maintain the current instructional support staff to provide targeted and specific support to our subgroups, including students with special needs. This staff member, however, is shared with another program and will serve 0.80 FTE for CBCS. The grant add-on funding will cover most of the cost of this staff member. However, the school knows that additional instructional support staff is needed, but the add-on funding is not enough to hire another staff member. As the school grows, additional instructional support assistants will be added with the additional funding from enrollment to provide integrated and targeted services to students needing remediation or intervention. The focus of support staff continues to be to provide our high-needs student population with high-impact tutoring to support students in meeting their goals and objectives. CBCS will identify our low-income, former foster youth, English learners, and

special education students for this targeted support. This year we will add 1.0 FTE certificated staff to serve our high percentage of unduplicated students at a third location.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		0.8:107 unduplicated students
Staff-to-student ratio of certificated staff providing direct services to students		5:107 unduplicated students

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,577,339	393,639	24.956%	1.352%	26.308%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,541,429.16	\$224,222.95		\$180,753.26	\$1,946,405.37	\$1,734,685.15	\$211,720.22

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Staff	All		No					\$895,578.46	\$0.00	\$895,578.46				\$895,578.46	
1	1.2	Technology	All		No					\$0.00	\$123,148.31	\$36,087.56			\$87,060.75	\$123,148.31	
1	1.3	Curriculum & Instructional Materials	All		No					\$0.00	\$13,215.15	\$13,215.15				\$13,215.15	
1	1.4	MTSS Tiered Intervention System - Academic	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$51,622.16	\$0.00	\$20,148.35	\$31,473.81			\$51,622.16	
1	1.5	Instructional Support Staff	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$50,909.45	\$0.00	\$50,909.45				\$50,909.45	
1	1.6	Instructional Support Materials	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$0.00	\$8,924.54	\$4,326.00			\$4,598.54	\$8,924.54	
1	1.7	Professional Development	All		No					\$5,155.39	\$0.00	\$2,575.05	\$2,580.34			\$5,155.39	
1	1.8	Supplemental Supports/Tutoring	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$89,093.97	\$10,815.00	\$10,815.00			\$89,093.97	\$99,908.97	
1	1.9	Schoolwide Data Plan	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$52,554.17	\$0.00	\$52,554.17				\$52,554.17	
1	1.10	Workforce Investment	All		No					\$10,074.17	\$0.00	\$10,074.17				\$10,074.17	
1	1.11	College and Career Activities	English Low	Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools		\$100,263.20	\$0.00	\$100,263.20				\$100,263.20	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Counseling and Career Guidance	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	All Schools		\$22,670.40	\$0.00	\$22,670.40				\$22,670.40	
1	1.13	Elective Course Options	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	All Schools		\$0.00	\$4,801.86	\$4,801.86				\$4,801.86	
1	1.14	Career Technical Education (CTE) Courses	English Low	Learners Income	Yes	Scho olwide	English Learners Low Income	All Schools		\$0.00	\$8,652.00	\$8,652.00				\$8,652.00	
2	2.1	Facility Maintenance	All		No					\$0.00	\$36,312.44	\$36,312.44				\$36,312.44	
2	2.2	School Events	All		No					\$0.00	\$3,244.50	\$3,244.50				\$3,244.50	
2	2.3	Family Support Workshops	Low	Income	Yes	Scho olwide	Low Income			\$20,148.35	\$0.00	\$20,148.35				\$20,148.35	
2	2.4	Staff to Student Communication	All		No					\$30,010.54	\$281.19	\$30,291.73				\$30,291.73	
2	2.5	Community Engagement and Outreach	Low	Income	Yes	Scho olwide	Low Income			\$220,138.24	\$0.00	\$37,250.10	\$182,888.14			\$220,138.24	
3	3.1	MTSS Tiered Intervention System - Attendance	Low	Income	Yes	Scho olwide	Low Income			\$62,558.29	\$0.00	\$55,277.63	\$7,280.66			\$62,558.29	
3	3.2	Credit Completion	All		No					\$64,425.86	\$0.00	\$64,425.86				\$64,425.86	
3	3.3	Homeless Students	Low	Income	Yes	Limite d to Undupli cated Student Group(s)	Low Income			\$0.00	\$1,081.50	\$1,081.50				\$1,081.50	
3	3.4	Summer Session	Low	Income	Yes	Scho olwide	Low Income			\$59,482.50	\$0.00	\$59,482.50				\$59,482.50	
3	3.5	Positive Incentives	Low	Income	Yes	Scho olwide	Low Income			\$0.00	\$1,243.73	\$1,243.73				\$1,243.73	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,577,339	393,639	24.956%	1.352%	26.308%	\$449,624.24	0.000%	28.505 %	Total:	\$449,624.24
								LEA-wide Total:	\$0.00
								Limited Total:	\$1,081.50
								Schoolwide Total:	\$448,542.74

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	MTSS Tiered Intervention System - Academic	Yes	Schoolwide	English Learners Low Income	All Schools	\$20,148.35	
1	1.5	Instructional Support Staff	Yes	Schoolwide	English Learners Low Income	All Schools	\$50,909.45	
1	1.6	Instructional Support Materials	Yes	Schoolwide	English Learners Low Income	All Schools	\$4,326.00	
1	1.8	Supplemental Supports/Tutoring	Yes	Schoolwide	English Learners Low Income	All Schools	\$10,815.00	
1	1.9	Schoolwide Data Plan	Yes	Schoolwide	English Learners Low Income	All Schools	\$52,554.17	
1	1.11	College and Career Activities	Yes	Schoolwide	English Learners Low Income	All Schools	\$100,263.20	
1	1.12	Counseling and Career Guidance	Yes	Schoolwide	English Learners Low Income	All Schools	\$22,670.40	
1	1.13	Elective Course Options	Yes	Schoolwide	English Learners Low Income	All Schools	\$4,801.86	
1	1.14	Career Technical Education (CTE) Courses	Yes	Schoolwide	English Learners Low Income	All Schools	\$8,652.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Family Support Workshops	Yes	Schoolwide	Low Income		\$20,148.35	
2	2.5	Community Engagement and Outreach	Yes	Schoolwide	Low Income		\$37,250.10	
3	3.1	MTSS Tiered Intervention System - Attendance	Yes	Schoolwide	Low Income		\$55,277.63	
3	3.3	Homeless Students	Yes	Limited to Unduplicated Student Group(s)	Low Income		\$1,081.50	
3	3.4	Summer Session	Yes	Schoolwide	Low Income		\$59,482.50	
3	3.5	Positive Incentives	Yes	Schoolwide	Low Income		\$1,243.73	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,471,431.63	\$1,393,959.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	No	\$643,536.95	\$736,970.77
1	1.3	Facility Maintenance	No	\$43,202.06	\$43,202.06
1	1.4	Positive Behavior Incentives	Yes	\$8,645.60	\$2,435.09
1	1.5	Technology	Yes	\$126,631.50	\$121,060.60
1	1.6	Curriculum and Instructional Materials	No	\$11,347.35	\$13,205.38
2	2.1	MTSS Tiered Intervention System - Academic	No	\$25,400.85	\$25,931.08
2	2.2	Instructional Support Staff	Yes	\$40,122.17	\$35,208.95
2	2.3	Instructional Support Materials	Yes	\$7,555.50	\$6,916.44
2	2.4	Professional Development	No	\$10,550.44	\$2,989.59
2	2.5	Supplemental Staff	Yes	\$119,812.00	\$1,819.39
2	2.6	Schoolwide Data Plan	Yes	\$38,743.62	\$41,306.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Workforce Investment	No	\$5,403.50	0.00
3	3.2	College and Career Activities	Yes	\$77,487.25	\$77,776.64
3	3.3	Counseling and Career Guidance	Yes	\$19,435.00	\$13,520.05
3	3.4	Elective Course Options	Yes	\$8,645.60	\$4,798.09
3	3.5	Career Technical Education (CTE) Courses	No	\$2,161.40	\$8,672.19
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	\$31,900.21	\$42,176.52
4	4.2	School Events	No	\$7,564.90	\$2,323.51
4	4.3	Family Support Workshops	Yes	\$18,901.52	\$18,832.53
4	4.4	Staff to Student Communication	Yes	\$32,018.61	\$30,499.77
4	4.5	Community Engagement and Outreach	Yes	\$142,814.98	\$125,426.16
4	4.6	Support for Children	Yes	\$10,807.00	0.00
4	4.7	Credit Completion	No	\$38,743.62	\$38,888.32

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$294,188	\$375,571.18	\$324,772.18	\$50,799.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Positive Behavior Incentives	Yes	\$8,645.60	\$2,435.09		
1	1.5	Technology	Yes	\$38,631.50	\$35,801.49		
2	2.2	Instructional Support Staff	Yes	\$40,122.17	\$35,208.95		
2	2.3	Instructional Support Materials	Yes	\$5,403.50	\$4,149.46		
2	2.5	Supplemental Staff	Yes	\$21,614.00	0.00		
2	2.6	Schoolwide Data Plan	Yes	\$38,743.62	\$41,306.53		
3	3.2	College and Career Activities	Yes	\$77,487.25	\$77,776.64		
3	3.3	Counseling and Career Guidance	Yes	\$19,435.00	\$12,744.11		
3	3.4	Elective Course Options	Yes	\$8,645.60	\$4,798.09		
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	\$31,900.21	\$42,163.15		
4	4.3	Family Support Workshops	Yes	\$18,901.52	\$18,832.53		
4	4.4	Staff to Student Communication	Yes	\$32,018.61	\$30,499.77		
4	4.5	Community Engagement and Outreach	Yes	\$23,215.60	\$19,056.37		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Support for Children	Yes	\$10,807.00	0.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$924,525	\$294,188	4.66%	36.480%	\$324,772.18	0.000%	35.129%	\$12,498.68	1.352%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

LCAP Federal Addendum Update June 2024

Sections of the Federal Addendum revised for 24/25 School Year:

- Strategy/Alignment
 - Updated the new LCAP goals
- Title I, Part A - Parents & Family Engagement
 - Updated % to most current data available
 - Updated CSI/ATSI schools list
- Title II, Part A - Activities and Programs
 - Teacher stipends for working with long term substitute teachers
- Title IV, Part A - Activities and Programs
 - Sports equipment, materials, and jerseys for safety
 - Educational field trips added
 - Campus supervisor time for prevention of violence and dropouts
 - Needs assessments added

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

School Year

2024/2025

Date of Board Approval

6/17/2024

LEA Name

Merced County Office of Education

CDS Code:

24 10249 0000000

Link to the LCAP:

(optional)

<https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

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

Strategy

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

The Merced County Office of Education (MCOE) Local Control Accountability Plan (LCAP) is the primary strategic planning document. The LCAP is arranged by four goals as established by stakeholder input and the governing board.

Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Goal 2 - Broad: Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Goal 3 - Focused: Decrease the number of chronically absent students (10 or more absences in the Fall semester) by 7% by 2027, as measured by local data from our SIS monitored on a quarterly basis.

Goal 4 -Maintenance: Merced COE will maintain facilities in good repair and provide coordinating services in support of Foster Youth and Expelled Youth.

Goals 5-8 are Equity Multiplier only.

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such as English Learners, Foster Youth, Students from Low-Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

Several LCAP goals are funded partially or wholly with federal funds in order to enhance the level of services provided for its target group populations. The federal funds are reviewed with the District English Learner Advisory Committee and District Advisory Committee each year through the annual LCAP stakeholder engagement and comprehensive needs assessment process. Reports to the Governing Board regarding the Consolidated Application for federal funds are conducted annually.

Alignment

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

Our LCAP is a single plan that guides the use of all funds available to MCOE, including LCFF (including supplemental and concentration funds), state grants, federal Title I, Title II, Title III, and Title IV, smaller grants, and other funds available to MCOE.

LCAP actions are determined by the annual comprehensive needs assessment and stakeholder engagement process. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input is obtained from the following committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC).

Monitoring metrics are found throughout the LCAP attached to each of the goals. Once needs are identified, qualifying funding is assigned to carry out the actions. Federal funding is placed alongside state funding to enhance various actions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The low income measure selected in the Consolidated Application and Reporting System (CARS) system for Title I, Part A school allocations was the free/reduced price meals. Student counts entered were for the current year 2023/24.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced COE conducted an analysis of educators' credentials and assignments to identify disparities that result in low-income and minority students being taught at higher rates than other students in MCOE programs.

The MCOE Special Education programs serve students with moderate to severe disabilities and students needing intensive social/emotional/behavioral interventions. MCOE classes have an average of 12 students per classroom. MCOE Special Education classrooms consist of grade spans, not one grade per classroom.

Student Programs serves students from TK-12th grade in Valley Community Schools, Juvenile Court School, and two Charter schools. Students in Valley Community schools (Grades 6-12) are referred by their District of Residence and need additional support in place to become successful in their program requirements and in turn, be able to return to their district. These classrooms consist of grade spans, not one grade per classroom. The students in Juvenile Court School are educated in a facility provided by Merced County in mixed grade level wings. One Charter school serves TK-12th grades and is nonclassroom based and the other serves adults 18+ and is also nonclassroom based. For the 2022/23 school year, a Dual Language Immersion program in Spanish and Hmong was added to the Charter School serving grades TK-1. Every year another grade level will be added and every effort is made to hire effective, experienced teachers to provide instruction to our students. The school will continue into the 2024/25 school year with the Spanish DLI.

The analysis included the identification of low-income students taught by inexperienced teachers. MCOE defines inexperienced teachers as those who hold a Provisional Internship Permit (PIP), Short-Term Staff Permit (STSP), or are participating in an approved/accredited Intern Program. The data on the number of PIPs, STSPs, and Interns working in the MCOE programs came from CDE's SARC website (www.sarconline.org). Data was also gathered from the MCOE

Human Resources Credential Analyst's list of teacher credentials and permits which is updated monthly based on credentials and permits on file with the California Commission on Teacher Credentialing.

After a close analysis of credential data and the number of low-income students enrolled in MCOE programs, it has been determined that in 2021-2022 according to DataQuest, 43.3% have a clear credential, 9.8% are out of field, 11.7% are interns, 28.2% are incomplete, and 6.1% of MCOE teachers are defined as ineffective. The 2023/2024, DataQuest also shows that 1,428 out of 1,810 (79%) of our students on Census Day are considered to be socio-economically disadvantaged. The data also shows that 87.6% of our students are considered to be minorities. Approximately 80.3% of MCOE students who are in a minority subgroup are also considered socioeconomically disadvantaged.

MCOE has engaged the Special Education Advisory Committee (SEAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Administrators and MCOE staff to identify strategies to address the disparities listed above. SEAC meetings are held monthly and the other meetings are held throughout the year. The coordinator of the Educational Specialist Interim Program has attended several SEAC meetings to discuss recruitment, retention, and/or training of Special Education teachers. The agendas for these meetings include ongoing topics to address the professional development and support needs of teachers. Occasionally other content coordinators are invited to present credentialing information on current requirements.

MCOE strives to employ highly qualified teachers to equip students to achieve at high levels in preparation for college and career and to meet the needs of our students with moderate to severe disabilities. Professional development is an ongoing commitment for all teachers. MCOE also provides experienced coaches and mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in the MCOE Teacher Induction Program. Teachers on Special Assignment (TOSA) positions are hired to focus on supporting the teachers on provisional and short-term permits and intern credentials. MCOE recognizes the need for special education teachers statewide and therefore provides tuition assistance for current teachers to obtain a special education credential or added authorizations to provide specialized services to students. MCOE has also developed and implemented an Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing their Education Specialist Credential the convenience of attending classes locally.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p>

	<ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

MCOE has two schools currently identified for Comprehensive Support and Improvement (CSI). Valley Community School Merced and Merced County Special Education are identified for low graduation rate. Valley Community School Los Banos was identified for Additional Targeted Support & Improvement (ATSI) for the underperformance of the English Learner student group. MCOE involves parents and family members in jointly developing the CSI Plan within the School Plan for Student Achievement (SPSA).

Parents and students provide input and recommendations to the CSI plan through various committee meetings. We actively recruit for a diverse parent group to be represented. Through these various committee meetings, parents provide feedback and planning support which leads to a jointly developed CSI Plan to overcome barriers to graduation, academic performance, and academic engagement.

We do not have any schools identified for TSI.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA parent and family engagement policy is distributed to all parents as part of our Annual Notice to Parents. The policy is currently being revised and will be disseminated to all families once approved by the Superintendent. It is based on Board Policy and Administrative Regulations to ensure compliance with federal/state regulations. It is reviewed and updated annually based on feedback from parent advisory groups such as SSC, ELAC, DELAC, and during the Title I Parent Meeting. At this meeting parent rights and involvement are explained, CAASPP data for ELA and Math Alternate ELPAC, and ELPAC are reviewed. The site administrators review chronic absenteeism, suspension, and expulsion rates, LCAP goals, and explain how funds are used at the school site. This increases parents' understanding of data and programs, and their involvement in helping meet those expectations. Connections and relationships are built at this time. During a family orientation with the site administrators, expectations, policies, and procedures are reviewed. Counselors meet with students to develop an ILP (Individual Learning Plan) which includes a review of transcripts, remaining credits, and post-high school plans. For state assessments, parents receive Student Score Reports which explain performance on CAASPP/ELPAC and Alternate ELPAC compared to state proficiency expectations. They have an opportunity to ask staff questions about student progress through email, phone, or in-person conferences. Parents can access Aeries to see attendance and grades. Report cards are sent quarterly so parents can monitor academic progress. Independent Study (IS) students are assigned devices to be taken home with MiFi routers to access school programs from home and complete work. During enrollment, there is a tutorial provided to families. A parent activities calendar is created and distributed to parents at the beginning of the school year during orientation. Events are held to promote positive school culture. We encourage our parents to join PLTI (Parent Leadership Training Institute) from Early Education to increase parent/child interactions, quality programs and provide them with tools to become leaders for their children. We have held FAFSA (Free Application for Federal Student Aid), college-going, and Gang Awareness workshops. We are partnering with other local agencies to provide educational presentations to parent groups, including Tobacco Education. MCOE educates our leadership group during monthly training and meetings on the value of family engagement and involvement in parent programs. Principals are provided step-by-step instruction and provided guidelines on how to run successful and compliant SSC and ELAC committees. They are also provided models for required school-level plans for parent involvement. Our Leadership group educates their certificated and classified staff during staff meetings and activities on the importance of parent and family involvement. For example, procedures for parent volunteers in classrooms are provided to teachers. Site leaders work with office support on how to communicate with families and with parent groups in various committees to listen to and inform how schools can support parents in feeling like an equal partner for the success of their child. Sites survey parents to determine information, skills, and support needs for participation including activities to help parents support student learning and development at home. SSC and ELAC parent committee members will work alongside school staff to provide training on their different cultures and traditions for staff to be more culturally responsive in the school environment. MCOE, in conjunction with our local community college, promotes a Customer Service Academy for the professional development of all of our staff in learning how to build relationships with our parents and families. MCOE holds quarterly secretary and registrar meetings to provide education on how to increase communication and create a welcoming environment for families and students. Special Education staff receive training and coaching on how to work with parents through the IEP (Individualized Education Program) process. The IEP team provides clear explanations during the process to ensure understanding and follows a guide to ensure no steps are overlooked. An interpreter is present at the IEP meetings for non- English speaking parents. It is important to periodically ensure the parent or guardian is understanding and asking any questions they may have to make informed decisions. MCOE provides reasonable accommodations to parents and family members. MCOE meets with families of migrant students to inform parents of the effects of lack of consistent schooling and how to support their

children in the transition in and out of school. Notifications are sent in multiple languages. Bilingual aides, located at every campus, assist with interpretation for meetings, conferences with teachers. Staff translate documents for parents/guardians relating to school notices, student reports, and/or IEP documents. Parents of EL students receive an annual notice of their child's language proficiency and are included in the process for reclassification. All campuses are accessible to those who use mobility devices and we can provide assisted listening devices to parents with hearing impairments.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

The MCOE schools participating in programs funded through the consolidated application process develop a School Plan for Student Achievement (SPSA). The content of the SPSA is aligned with LCAP goals for improving student achievement and addresses how funds will be used to improve academic performance.

To prepare students for 21st-century skills and academic performance, increased access to technology devices are provided for instructional learning and enrichment purposes in classrooms. The use of digital resources allows for personalization and differentiation of instruction for students, resulting in higher engagement in learning. Teachers are educational coaches and facilitators guiding students through their personalized learning experiences using online tools and resources.

To strengthen the academic program, ongoing professional development and teacher collaboration time is provided to support the implementation of instruction aligned to California content standards, review student progress to inform instruction, and development of curriculum-embedded assessments. Tutoring and mentoring opportunities are provided for students to increase academic performance. To support student academic engagement, motivation, and social-emotional confidence, students are provided with extracurricular and enrichment opportunities, such as: academic decathlon, sports, music, STEAM, robotics, and life skills training.

The MCOE Special Education Department provides the MCOE Tiered Academic and Behavioral Support (TABS) program for students with moderate to severe disabilities. TABS is a program-wide best practices model program for students with severe disabilities (preschool to age 22) that uses a systems approach (a group of individuals who work together to achieve a common goal) and evidence-based practices (refers to strategies, processes, and curricula for which information exists to support adoption and sustained use) in collaboration with families and agencies to maximize opportunities for all students to achieve academic, behavior, social, functional and communication skills competence. The TABS program focuses on the following areas:

- Education and student preparation for community, vocational and independent living into adulthood.
- Emphasis on standards-based instruction.
- Maximize student success/performance on IEP Goals.
- Assist and support teachers/instructional staff on best practices to support both whole class and individual needs.

In addition, MCOE Special Education provides the MCOE Sierra Program for students with a diagnosis of emotional disturbance. The premise behind the Sierra Program is very similar to the TABS program with the following additions:

- Emphasis on increasing student social skills (social, emotional, and behavioral) performance.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Special Education: The MCOE Special Education programs have developed a plan based on the analysis of State and local benchmark assessment data, as well as an analysis of common areas of need from students' Individualized

Education Program (IEP). The plan also includes feedback from stakeholder groups, including parents and local agencies, to develop and enhance programs and services for our students with disabilities.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MCOE identifies homeless students through a self-identification process during enrollment and throughout the school year. When the school becomes aware of a change in student's living situation and meets the definition of being homeless per the McKinney Vento Homeless Assistance Act, students are provided with resources, services, and referrals as appropriate.

Homeless school-aged children receive equal access to the same free and appropriate public education that is provided to non-homeless students. The school provides resources and removes barriers to enrollment, attendance, and academic success to ensure homeless students are not stigmatized in the school environment. The following support is provided to students:

- immediate enrollment - removing enrollment barriers, including missed application or enrollment deadlines, records required for enrollment, including immunization or other required health records, proof of residency, or academic records
- appropriate educational placement and academic interventions as necessary for academic achievement
- proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial) records and grades
- identification of students experiencing homelessness and ensuring the privacy of student records, including information about a homeless child's living situation
- awareness and training for school staff on support to be provided to students and parents in transition
- transportation assistance to the school of origin, even if the student becomes permanently housed during the school year
- provide assistance with backpacks, school supplies, hygiene kits, and emergency clothing and shoes
- provide support with higher education and vocational pursuits for graduating seniors experiencing homelessness by providing opportunities to obtain scholarships and supporting documentation for FAFSA
- provide medical, dental, and mental health referrals, in addition to other school/community services.
- provide special education services as designated in the student's IEP.

Student Transitions

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

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

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

School counselors meet with all students annually to develop an individualized learning plan for high school graduation and post-secondary goals. Meetings will include relevant information around post-secondary college and career options and resources as individualized to each student's interests.

The MCOE has a local partnership with the local community college to provide concurrent and dual enrollment courses for high school students. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

For students on an Individualized Education Program (IEP), the IEP team determines the appropriate transition plan that best meets the strengths and needs of the individual student.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The court and community school programs support the integration and transition of neglected, delinquent, and at-risk students who are expelled, in foster care, low income and English Learners to be prepared for college and career. The program monitors and analyzes data trends (attendance, academic achievement, and behavior) to guide effective student support and intervention efforts. Certificated and classified support employees with appropriate skills, credentials, and authorizations to work with students are employed to support students in increasing academic, behavioral, and social-emotional outcomes.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The formal Memorandum of Understanding between the Merced County Office of Education and Merced County Probation includes the following collaborative services:

- Provide instruction by appropriately credentialed and/or authorized teachers;
- Provide a minimum of 240 minutes of daily instructional time;
- Provide year-round instruction Monday-Friday, excluding MCOE holidays and professional development days;
- Provide ongoing professional development to MCOE instructional staff related to curriculum and instructional strategies;
- Provide standards-based board adopted instructional materials and instructional technology;
- Identify youth with special needs, such as special education, 504 plans, and English Language Development, and provide appropriate services to such youth;
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff;
- Comply with Title 15 regulations for the education of youth incarcerated in the juvenile justice facility;
- Maintain safety and security of the juvenile court school;
- Provide adequate classroom space;
- Provide a daily list of students attending school;
- Provide written guidelines and formal trainings to MCOE staff and substitute teachers on Juvenile Hall policy and procedures, and restrictions and prohibitions when working in a correctional complex;
- Encourage parent involvement through attendance at Individualized Education Program (IEP) meetings, graduations, and transition planning meetings;
- Collaborate and communicate with district schools to ensure released students attend their district schools;
- Provide professional development and collaboration in the development of a Behavioral Management System;
- Conduct regularly scheduled staff meetings to identify and implement ways to deliver the instructional program in a comprehensive, coordinated, and collaborative manner, make more effective use of the school day, discuss student performance and achievement, and provide information relevant to the needs of the instructional and correctional staff;
- Share confidential student information and records that are relevant to their legitimate educational interest or other legally authorized purpose; and
- Provide additional supports to assist in successful transition back to a student's district school through an after school program that includes workshops, extracurricular activities, mentoring, tutoring, and study trips.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MCOE follows all local, state, and federal guidelines for an LEA. Court and community schools are WASC accredited. All schools follow the California state standards, CDE mandated assessments, accountability measures, and funding requirements. Ongoing board reports on student academic progress, LCAP goals and action plans, local indicator results, and other accountability measures are made.

The MCOE continues to implement, develop and refine a Multi-tiered Intervention and Support System (MTSS) that includes services to address the academic, behavioral, and social-emotional needs of students.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Multi-Disciplinary Team (MDT) meetings are held to support successful transitions when students exit the court school. The stakeholders at the MDT meetings may include the student, parent/guardian/educational rights holder, Probation Officer, court school counselor, court school principal, receiving school district personnel, and mental health clinician. School staff engage in a 90-day follow-up after students exit the court or community school. Partnership meetings with juvenile court judges, court officers, school representatives, and Health and Human Services are held throughout the year. Enrollment and exit communications are sent to partner school districts to coordinate re-enrollment upon release.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students entering the court and community schools come from challenged backgrounds. The academic careers of most students have been negatively impacted by one or more of the following barriers to success:

- lack of basic academic skills
- truancy
- social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status)
- substance abuse and addiction
- criminal activity.

The student population is highly transient. Students are typically enrolled for a few days up to one semester and sometimes longer (until graduation). The goal of the court and community schools is to help these students continue their education by attending school on a regular basis, earning credits towards graduation, and being model citizens.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Multi-Disciplinary Team (MDT) meetings are held to coordinate services including, but not limited to the following: mental health, health and human services, probation, school placement, student/family needs, pregnant/teen parenting resources, medical, nutrition, and special education. School administrators and counselors refer students and families to needed resources and support through community agencies.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE has a partnership with the local community college to provide concurrent enrollment courses for high school students and is seeking a partnership to also offer dual enrollment. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, Fresno Pacific, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy

- career industry trends and opportunities

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents are encouraged to participate on formal and informal committees, such as SSC, ELAC, DELAC, DAC. Schools use Parent Square for communications to parents regarding school events, resources, and parent involvement opportunities. Each campus employs a Bilingual Instructional Aide to provide translation and interpretation services for parents. The Parent Portal is available for parents to review their child's educational information, including grades, attendance, and academic achievement on assessments. Parents are active participants in 504 meetings and IEP meetings. Parents are invited to attend family events, such as back-to-school night, awards ceremonies, college and career days, and graduation.

Parents are encouraged to participate in educational opportunities, such as the Parent Leadership Training Institute (PLTI). The PLTI provides parents with a 20-week course that includes, self-perception and leadership, government, policy and media, and culminates in a community project to apply the new skills within a community context. Additionally, parents are encouraged to participate in an annual parent conference called the Parent Institute. The parent institute includes workshop topics such as the importance of attending school, gang awareness, the juvenile justice system, parenting skills, parent-teacher conferences, and others.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such as English Learners, Foster Youth, Students from Low Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. We also developed a local data plan with additional measurements, including local academic assessments, attendance rates, credit completion rates and more, to help identify areas needing support. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

The MCOE offers CTE courses and career readiness programs to provide students with career exploration and work-based learning opportunities. The following career pathways are provided at court and community schools:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing

- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School personnel is a part of the Multidisciplinary Team (MDT) meetings held to support successful transitions when students exit the court school. School personnel and Probation officers work together to discuss the educational, behavioral, and social-emotional needs of students. Students recently released from the court school are enrolled in the RISE Program, a supplemental transition program held after school in collaboration with the community school. Students are provided with educational workshops and enrichment opportunities to reduce recidivism.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

When a student with an Individualized Education Program (IEP) enters and exits the court and community school programs, a transitional IEP meeting is held to discuss needs and services. The IEP team includes the student, parent, district of residence personnel, court/community school personnel, and any staff that is needed. Probation and Court school personnel are in daily communications regarding students entering and exiting the juvenile justice facility, including educational placement decisions.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced County recognizes the need for educational services for all students, including expelled students. It is important to provide support and service to students while recognizing the rights of others to be safe. Within Merced County, there are opportunities for students who are in need of alternative educational programs.

Merced County Office of Education (MCOE) offers options via court and community school programs. Local school

districts also offer educational alternatives for students. MCOE and local school districts work together to provide a range of services for students based on need.

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A student whose behavior has resulted in expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence. Student progress towards meeting the requirements of the rehabilitation plan should be monitored by the district of residence and the site of placement. Appropriate documentation shall be maintained by the school of placement and presented to the district of residence upon a recommendation to return to the district.

The governing board of each school district will determine which educational alternatives are appropriate and available for expelled youth. Educational alternatives throughout Merced County for students recommended for expulsion include, but are not limited to, the following options:

- Expulsion, suspended order, with placement on the same campus. E.C. 48917(a)
- Expulsion, suspended order, with placement on a different school campus within the district. E.C. 48917(a)
- Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a district community day school, if available.
- Expulsion, suspended order, with subsequent transfer to a charter school
- Expulsion, suspended order, with subsequent transfer to non-public school
- Expulsion with subsequent transfer to another district
- Expulsion with subsequent transfer to a charter school
- Expulsion with subsequent transfer to a non-public school
- Expulsion with referral to the Merced County Office of Education Valley Community School Program (grades 6-12)

Parents may elect to enroll in a charter or non-public school. While charter schools are cost-free public schools, any costs associated with non-public schools are the responsibility of the parent. School districts will always offer a public school option for expelled students.

The Merced County Office of Education (MCOE) is committed to providing educational services for students expelled or referred from Merced County school districts. Educational services for expelled Merced County students are provided through Valley Community School (VCS). Additionally, expelled students who are in custody while awaiting adjudication, or who are wards of the juvenile court serving a commitment in the Merced County Iris Garrett Juvenile Justice Complex are provided educational services through the Court School.

A collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student's academic and behavioral needs. The county and district will exhaust their existing options, such as:

- VCS may provide a modified schedule for students.
- Referral to the VCS Independent Study program.
- Collaborate with partner agencies such as Probation, SARF, SELPA, and Behavioral Health to determine an educational program that will provide the student with educational options.
- The district may approve additional services such as additional support staff dedicated to the student, or augmented social-emotional or substance interventions beyond what is already provided at VCS.
- The district may approve alternative placement such as a non-public school or camp setting with more restrictive settings.
- Students can apply to a charter school or private school where any costs would be borne by the parent.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional Development (PD) is aligned to the Local Control Accountability Plan (LCAP) goals and actions. To ensure all students have access to effective instruction, the MCOE's teacher evaluation process supports the development of increasingly high-quality teaching and learning practices. The evaluation system is based on the CA professional teacher standards. The process occurs every other year for continuous improvement. The evaluation process includes observations, conferences, professional goal-setting, and reflection opportunities. Faculty choose their own goals. After evaluation, teachers reflect on practices for a year to develop new goals for the next evaluation. Administrative evaluations are a similar process. The evaluation system is based on the CA Professional Standards for Education Leaders (CPSELs). Administrators set goals that become the focus for evaluations and reflect on practices to develop new goals. Outcomes, and when possible, evidence are discussed during the evaluation process with the supervisor. Ongoing PD is a commitment for all teachers and admin. New teachers with internship and preliminary teaching credentials are enrolled in MCOE Teacher Induction Program (TIP) and assigned a mentor teacher. The mentor teacher meets and supports the beginning teacher several times a month. This includes observations and completion of specified tasks by the program. After five years of teaching experience, aspiring teachers may apply for the MCOE Preliminary Administrative Services Credential program, which prepares individuals with the knowledge, resources, tools, and credentials to become an administrator. The MCOE Special Education Department uses Title II funds to provide experienced coaches and mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in MCOE TIP. All coaches and mentors meet with their buddy/mentee on a regular basis to go over policies, procedures and best teaching practices. Coaches and mentors provide information and training on areas aligned with the Teaching Standards. MCOE recognizes the need for special education teachers statewide and provides tuition assistance for current teachers to obtain a Special Education credential or added authorizations to provide specialized services to students. MCOE has also developed an Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing this credential the convenience of attending classes locally. Teachers may advance on the salary schedule by enrolling in PD and growth opportunities by earning higher education course units. These courses are personally chosen by teachers and approved by the administration. Our professional development opportunities include both academic and socio-emotional learning. Our Leadership and Systems office offers multiple training opportunities throughout the year including Positive Behavioral Interventions and Supports (PBIS) for teachers, as well as training for the adopted programs within the curriculum and support with the technology. Additionally, teachers may develop meaningful leadership opportunities by taking on lead roles such as Curriculum Leads, Western Association of Schools and Colleges (WASC) Leads, and Administrator Designee. These roles support the administration with the coordination and implementation of projects and initiatives that support student academic success in school. We will continue to support our long-term substitutes by offering stipends to our teachers to work alongside our subs to make sure they receive support in the classroom and with assigned students. New administrators with a preliminary administrative services credential may enroll in the MCOE Clear Administrative Keys program for two years and are assigned a mentor administrator to collaborate with for a minimum of 40 hours per year. The new administrators attend monthly seminars, and complete 12 hours of PD, and an Individualized Learning Plan (ILP) based on the CPSELs. Administrators are encouraged to partake in PD opportunities offered by MCOE. Leadership and Systems and District Support Services offer multiple training opportunities, including PBIS, a Leadership Academy that provides tools and strategies to better equip administrators and managers to become more effective

leaders, Cognitive Coaching and Adaptive Schools, and support for specific topics related to CAASPP, ELPAC, ELD, Social Emotional Learning (SEL), Technology, Math, and English Language Arts. Besides the principals of the school, there are other school leaders. Our Data Manager attends an annual SIS conference to stay up to date on the latest additions and changes and shares the information. The new Coordinator has received training as a new LEA CAASPP and ELPAC Coordinator through on-site training and webcasts. The Directors attend local, regional, and state meetings and legal workshops to stay up to date on case law and trends. The County Superintendent believes networking, training, and PD are essential in building a team that values what they do by improving abilities, skills, and expertise. Surveys are conducted at the end of every training opportunity providing both administrators and teachers a voice to share thoughts. Anonymous feedback is collected determining program and presenter effectiveness, support material & resource helpfulness, and ways to improve. We gather data to evaluate the effectiveness of the actions stated in the LCAP each year, including analyzing PD opportunities. Effective measures towards those goals are evaluated and steps are planned for improvement.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Valley Community School Merced and Merced County Special Education are identified for Comprehensive Support and Improvement (CSI) for low graduation rates. Valley Community School Los Banos was identified for Additional Targeted Support & Improvement (ATSI) for the underperformance of the English Learner student group. Merced County Juvenile Court was newly identified for low performance on the Dashboard in the area of suspensions.

Meaningful involvement of parents, students, certificated and classified staff, and other stakeholders was critical to the development of the CSI plans within the SPSAs. The CSI involvement and review process was aligned with MCOE's LCAP, LCAP Addendum, WASC, and School Plan for Student Achievement (SPSA) for a system-wide program to address the strengths and needs of the identified schools and LEA.

Funds are distributed to schools, and an expenditure plan is developed with stakeholder input. The annual comprehensive needs assessment process includes a review of professional development needs to support positive outcomes for high-need students and how funding resources will be prioritized to support such needs.

As a result of this annual comprehensive needs assessment, professional development and teacher collaboration time for implementation of California standards-aligned instruction, student progress reviews to inform instruction and development of curriculum-embedded assessments will be provided.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Activity data analyzed are the LEA and School Dashboards, professional development surveys and feedback, local assessments, CAASPP results for both ELA and Math, ELPAC results, suspension rates, and chronic absenteeism rates/student attendance, as well as data from our Student Information System (SIS), Special Education Information System (SEIS), and CALPADS.

Stakeholder input is gathered through in-person meetings and paper and digital surveys. MCOE collaborates with teachers, paraprofessionals, and other school staff during staff meetings. Teachers also collaborate during set professional learning community (PLC) time. During teacher collaboration meetings, regular analysis of California School Dashboard data and local student assessment data is conducted to determine instructional effectiveness and student progress. These discussions are reviewed and shared with the administrative leadership team to make refinements in professional development plans. The Leadership Team (including Charter school leader) discusses data and activities during Principal meetings. LCAP Stakeholder meetings are held throughout the year to gather input. Parent and community input are sought during School Site Council, English Learner Advisory Committee, District Advisory Council, and District English Learner Advisory Committee meetings. WASC Leadership Team meetings are another meaningful way to consult with necessary stakeholders.

MCOE shares data and consults with its stakeholders during regular intervals of time planned at the beginning of the school year, and communicates in multiple ways to stakeholders. (written, calls, social media)

Staff meetings – weekly

Teacher PLC Collaboration – monthly

Leadership Meetings - monthly

Principal Meetings – monthly

SSC & ELAC – minimum 3 times per school year

DELAC & DAC – minimum 3 times per school year

LCAP Educational Partner Meetings – minimum 2 times per school year

WASC Leadership Team Meetings - in addition to Leadership meetings

Stakeholder involvement of parents, students, certificated and classified staff and others is critical to the development of a continuous improvement plan that addresses the highest need students. The Leadership Team meets with MCOE staff to collaborate on ways to improve academics at the school sites based on data reviewed. Subject Matter Coordinators offer training and hold training sessions at the sites in ELA, Math, ELD, and Technology to improve student success in areas that are targeted for improvement. Teachers are provided training in programs currently being used for curriculum and instruction (Edmentum, Apex, English 3D, Unique Learning Systems, as well as any local assessments being implemented -STAR 360, NWEA, and Unique Learning Systems). Teachers are also provided training to learn how to interpret statewide assessment data and determine the next steps to drive their instruction.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Merced County Consortium will provide Designated and Integrated ELD (English Language Development) Professional Development to certificated and classified staff to refine teaching practices and strategies designed to improve the instruction and assessment of English Learners (ELs). It is recognized that there is no one-size approach that works for all, so a variety of professional development opportunities will be provided to respond to the diverse needs of English learners. As language development occurs in and through content and is integrated across the curriculum including integrated ELD and designated content-based ELD, Designated and Integrated ELD will be formalized and tailored to better support language development and access to the intellectually rich and standards-based curriculum in all content areas:

Certificated and classified staff will be trained on practice for Universal Design for Learning and the California English Learner Roadmap, which focus on current ELD research, to support district and site administrators with the implementation of both Integrated and Designated ELD. The Special Education teachers, instructional assistants, and administrators will participate in training related to improving outcomes for English Learners with Disabilities on an ongoing basis. By implementing this process, the ELD Program for English Learners, whether they are Newcomers, Long-Term EL's, etc. will be refined and continually improved. For Student Programs, supplemental curriculum materials and training will be provided to school sites that focus on the needs of our Long-Term EL's with an emphasis on the writing domain.

Regular classroom observations, which model engagement, interaction, discourse, inquiry, and critical thinking along with grade-level planning (PLCs) will continue to be refined to inform and improve teaching and learning within the cycle of learning. Students will be provided with a relevant, rigorous, intellectually rich standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery of grade-level content. English Learner focus groups will be conducted to gather input from our students to determine the areas of struggle and how they receive the support needed.

Continued professional development on the ELA/ELD curriculum will be provided to teachers and paraprofessionals, so that they can utilize their resources optimizing EL access to the full curriculum. Training and professional development will be provided in integrating task types that accelerate language acquisition and content knowledge within Integrated and Designated ELD. High schools within the consortium see a need for training in expository writing across the curriculum, which includes note-taking, which is crucial for access to all subject areas.

Mathematics and NGSS professional development training, TK-12, e.g. lesson design, co-teaching of model lessons, debrief/feedback and review of data, i.e. Formative assessment to monitor English learner progress will also be a focus.

The consortium sees a need for professional development for both certificated and classified staff on the topic of Special Education English Learners, as it relates to Section 504, IEP's, and inclusion within the regular education setting. Therefore, training on writing appropriate language goals within a student's IEP to monitor language progress will be a collaborative effort on the part of Special Education and Regular Education. In addition, targeted interventions for

Special Education English Learners that integrate language and content objectives are a shared responsibility within the MTSS Framework that the consortium intends to address.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

- 1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Merced County Consortium will identify and establish a plan of action for immigrant students that provides academic and social assistance during the instructional day and afterschool through an enrichment component to facilitate immigrant students’ adjustment to U.S. schools.

Student’s home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed for literacy and proficiency along with English.

Participating consortium high schools will better meet the needs of immigrant students who arrive with limited time to complete graduation requirements by providing tutorials, mentoring, and counseling. Participating high school districts in the consortium will inform students and parents of activities coordinated with community-based organizations, institutions of higher education, or private sector entities that have expertise in working with immigrant students and their families.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

- 1. Address the effective language instruction programs specific to English learners.
- 2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Participating districts in the consortium will utilize supplemental programs and services to meet the linguistic and academic needs of English Learners as it pertains to the four domains: Listening, Speaking, Reading, and Writing. The ELA/ELD Framework, ELA/ELD Adoption Tool, ELD Standards, and California Practitioners' Guide for Educating English Learners with Disabilities for will help drive program and material decision purchases.

Supplemental funds will be used to provide additional support to English Learners to increase engagement (Collaborative ELD Standards and EDL Connectors) in the core curriculum and ensure access to all content areas (Interpretive and Productive ELD Standards) intentionally takes place. Merced County Office of Education will continue building partnerships with after-school, early education and/or other entities to provide additional support for ELLs to accommodate challenges in mastering academic content.

Instructional strategies using technology integration will be provided to increase access and improve academic achievement for English learners in grades TK-12, including “Assistive Technology”. Fluency in current technological practices is essential in accurate assessments of standards proficiency on computer-based assessments (e.g. ELPAC and Alternate ELPAC). Technology proficiency is an essential pathway to foster skills, language(s), literacy, and knowledge students need for college-and career- readiness and participation in a global, diverse multilingual 21st century world.

The consortium understands that in looking at the key components of an effective system: Teaching & Learning, Building Leadership Capacity, Cycle of Learning, and Monitoring and Evaluation that implementing a Plan Do Study Act (PDSA) cycle is crucial under Title III Programs and Activities. By implementing several PDSAs throughout the year strategically to address scaffold supports and differentiation for English learners, both teachers and paraprofessionals will be able to better analyze their instruction and formative assessments practices, thus accelerating language and content knowledge within Integrated and Designated ELD, whether it be small group or whole group instruction. Educational leaders at each level of the school system will be provided with training to support responsiveness to the strengths and needs of English learners in their communities and utilize valid assessment and other data systems that inform instruction and continuous improvement. Through this PDSA process, the formative, to interim, to summative assessment (ELPAC and SBAC) teachers, administrators, and counselors will be able to continue to build their Leadership Capacity, as they Monitor and Evaluate programs for English Learners. Likewise, a PDSA can be done for inclusion for a push-in model for Special Education English Learners, in which both regular education and special education teachers work together within the classroom setting.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Participating districts in the consortium will continue to establish and monitor a rigorous English Learner program that supports the implementation of the ELA/ELD framework, ELD Standards, and leveraging technology for all English Learners through Designated and Integrated ELD. This will be executed through data reviews tied to routine assessments (ELPAC, Alternate ELPAC, local measures, etc.) to determine growth towards reclassification. Data reviews/talks will take place in the following manner: Student data talks to create goals; Teacher grade-level collaboration (PLCs); and Leadership Team (administration and teachers). Just like it was mentioned in the Program and Activities section above, the Cycle of Learning through the PDSA process will be embedded to help reteach, reassess, and support English learners in all core classes.

Paraprofessionals, teachers, site and district administration received training on the ELPAC and alternate ELPAC assessment so that there is a clear vision and connection between Language learning, literacy, and assessment. All paraprofessionals, teachers, and administrators must understand what the ELPAC assessment is asking students to be able to do (task types aligned to the ELD standards and ELD Connectors), in terms of the “language demands,” to help accelerate language learning and access to all core subjects. This will be done through the following resources: ELPAC Practice Tests, A Parent Guide to Understanding the summative ELPAC and Alternate ELPAC, ELPAC Practice Test promotional flyer, Accessibility Matrix One (Student Accessibility Graphic), etc. Resources can be found on the following link: <https://www.elpac.org/resources/parent-resources/>

Reclassification criteria for both English Learners and Special Education English Learners will be evaluated and refined to ensure that current practices are up to date with policy guidelines from the California Department of Education which are articulated in the EL Master Plan. The EL Master Plan is designed for continuity and alignment in monitoring student progression towards English proficiency. As such all educational stakeholders will build capacity in articulating the parameters of reclassification and monitoring of Reclassified Fluent English Proficient students to parents and students in all content areas.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE attends community engagement events to identify possible collaborations/partnerships with University students and how they can support our school programs. MCOE partnered with MeTV to establish a FabLab at three of our campuses. The makerspace includes workstations for physical and virtual fabrication. Students develop essential 21st-century work skills with a STEAM emphasis within a program of project-based learning. MCOE partnered with Edmentum, Apex and Unique Learning Systems to provide training in the new platform curriculum school sites will be using. To offer Driver's Education to our students, MCOE collaborates with the local DMV to provide an appropriate curriculum. MCOE partnered with Music Speaks to offer musical therapy to our students. Their goal is to provide music therapy to enhance the health, function, and well-being of each client.

MCOE students participate in academic competitions through the Student Events department. Schools compete in sports education. MCOE is looking into partnering with CA Health Collaborative to bring awareness of the Tobacco Control Program to our schools. They provide community outreach, youth engagement, student presentations, educational materials, and parent workshops. MCOE leadership team will attend focus groups with Merced County Behavioral Health and Recovery Services to provide feedback for identified student needs on our school campuses. A future collaboration may be possible to have Merced County BHRS support our goals in decreasing truancy and chronic absenteeism to prevent school failure by reducing the root causes that contribute to chronic absenteeism. Our school psychologist and counselor were trained and provided training in Youth Mental Health First Aid to site staff.

The priorities of funding, based on stakeholder input at LCAP forums and in surveys, showed a need for extracurricular enrichment opportunities both inside and outside of school or during the summer. Driver's Education and musical therapy classes to students who were interested as an after-school enrichment. Other offerings that will be provided are academic decathlon, sports, cooking, arts education and activities, photography, STEAM, robotics, life skills which include financial literacy, job search, job shadowing, and public speaking), and other enrichment experiences. We will provide sports equipment for physical education/activities and educational field trips. For Special Education students, enrichment activities are provided during the summer.

Funds are used to implement Tier 1 and 2 of Positive Behavior Interventions & Systems (PBIS). Site administrations, the Leadership team, counselors, and teachers have attended training provided by MCOE to begin the implementation of PBIS at the school sites. This system teaches appropriate behavior and expectations just like they would another

subject, encourages appropriate behavior, and focuses on prevention, not punishment. Part of the PBIS incentive program is a self-created program which tracks and awards points. The WhyTry curriculum provides two programs used in advisory classes including a Resilience for Youth course.

Mental health support was another area identified during LCAP forums as a need for student support. MCOE is contracting with an agency to provide 1-2 mental health clinicians at our school sites with day programs. Assemblies are provided to students and staff and parents/community members on topics such as bullying, cyberbullying, and suicide prevention. Clinical psychologist interns are providing counseling services for Special Education students identified as needing this support. School health aides at each site will help address student health issues to reduce absenteeism.

MCOE is increasing the use of technology with our students. Students have 1:1 devices to support their learning and improve academic achievement. Funds are used to purchase individual Mifi devices for students to access the Internet from home, technology equipment and accessories to support instructional and enrichment purposes, software applications, platforms, and resources. Our goal is to develop educational technology capacity and digital citizenship through the use of individual devices.

Funds are used in the area of safe school campuses. Security cameras were purchased and installed and two-way radios were provided to schools. Yondr pouches are used with the daily program students to secure phones and help adhere to behavioral expectations. Staff will attend annual school safety conferences to keep up to date on the most recent laws and policies as it relates to school safety procedures. We will also include jerseys from our sports team for ease of identification to the coaches, spectators, and opposing team. We will support partial FTE of campus supervisor positions to support violence prevention, anger management, and dropout prevention.

The objectives of these activities are to address the needs of students voiced during our LCAP Stakeholder forums held throughout the year and in surveys. The intended outcome is for students to show interest in the activities provided by signing up and attending them for the duration. The effectiveness of the activities will be monitored through various means: LCAP stakeholder forums where families and staff will voice whether the activities are benefitting the students, surveys taken by families, students, and staff, sign-ups and attendance maintained during the activity offering. If certain activities have high enrollment, MCOE may consider offering it multiple times to capture a larger student audience. If certain activities have less desirable enrollment, then discuss with stakeholders the reasons and develop a plan going forward, which may include transitioning to a different activity offering.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: We used the CA School Dashboard, the Local Indicators reports, student participation data, and survey feedback from our staff, students, and families to examine the needs for improvement in the activities provided under Title IV. Educational partners identified College & Career Guidance, STEAM programs, and Volunteerism as the top three priority areas.

Special Education: To examine the improvement needs, we used the CA School Dashboard 2023, ELA and Math, and department priorities to explore the need for improvement in the activities provided under Title IV. The well-rounded education opportunities were not an area that was prioritized since special education significantly improved in the ELA and Math statewide assessments according to the CA School Dashboard 2023.

What activities will be included within the support for a well-rounded education?

Student Programs: In this area, we will provide education field trips, STEAM activities for schools, including music and arts, and Career and Technical Education and Guidance for our students.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities will be evaluated with qualitative feedback from the school sites, participation rate for school events, and the annual educational partner feedback surveys providing in the spring.

Special Education: The program activities will be monitored using the CA School Dashboard ELA and Math data and qualitative feedback to determine future planning.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: We used the CA School Dashboard, the Local Indicators reports, student participation data, and survey feedback from our staff, students, and families to examine the needs for improvement in the activities provided under Title IV. Educational partners identified Drug and Violence Prevention activities and Mental Health Services as the top two priority areas.

Special Education: To examine the improvement needs, we used the CA School Dashboard suspension data, and department priorities to explore the need for improvement in the activities provided under Title IV. The need identified was school safety as the priority area.

What activities will be included within the support for safety and health of students?

Student Programs: In this area we will provide sports equipment and materials for physical activity to promote a healthy lifestyle, promote a safe and inclusive school environment by providing campus supervisors with annual safety training,

provide workshops to educate students about the dangers of drugs, alcohol, and tobacco use and continue to provide mental health services as part of our MTSS system of services.

Special Education: A campus supervisor was hired for school safety, and two-way radios were purchased for the Sierra Program, which focuses on students with an emotional disturbance disability.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities will be evaluated with qualitative feedback from the school sites, the participation rate for school events, and the annual educational partner feedback surveys provided in the spring.

Special Education: The program activities will be monitored using the CA School Dashboard suspension data and qualitative feedback to determine future planning.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: We used the CA School Dashboard, the Local Indicators reports, student participation data, and survey feedback from our staff, students, and families to examine needs for improvement in the activities provided under Title IV. Educational partners identified professional development and hardware/equipment as the top two priority areas.

Special Education: To examine the improvement needs, we used the CA School Dashboard indicator data, and department priorities to explore the need for improvement in the activities provided under Title IV. The effective use of technology was not an identified need.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Student Programs: The program will replenish, replace and repair student devices and accessories with 15% of the funding annually. We program our own internal training for the use of technology for instruction.

Special Education: There are not planned activities in the effective use of technology focus area.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities and purchases will be evaluated with qualitative feedback from the school sites, the participation rate for school events, and the annual educational partner feedback surveys provided in the spring.

Special Education: The program activities will be monitored using qualitative feedback to determine future planning.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

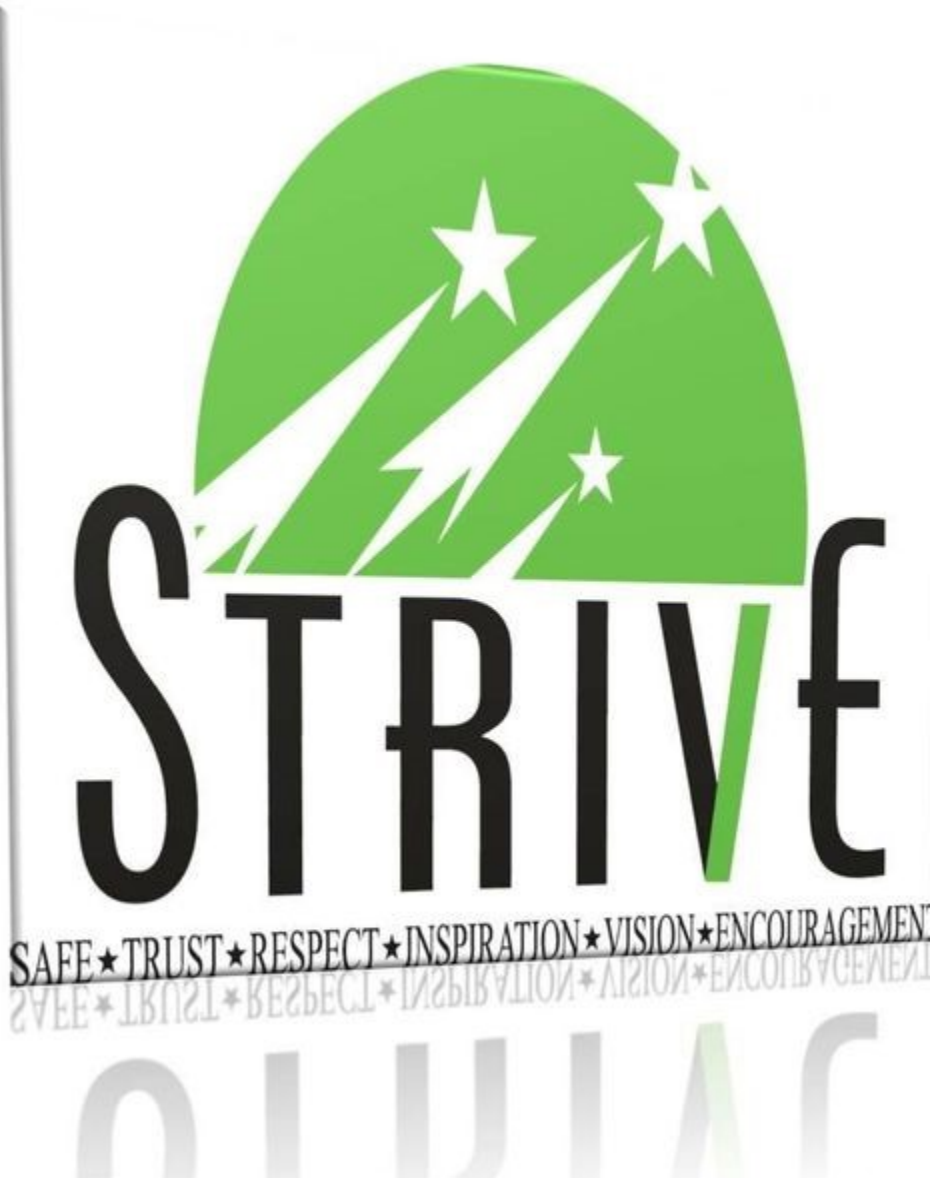
Student Programs: May 2024
Special Education: Qualitative feedback and parent and staff surveys April-May 2024

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

2024/25 School Plans for Student Achievement (SPSAs)

- The SPSAs are required for each school accepting Title I funding and/or are identified for Comprehensive Support and Improvement (CSI)
- School goals must be aligned to the LCAP goals
- Needs assessment developed from local surveys and statewide and local assessment data
- Educational Partner consultation
 - Leadership, staff, students, and families
- Valley Community School Atwater and Los Banos Plans
 - Four SMART goals continued:
 - Academic Achievement in English Language Arts
 - Academic Achievement in Mathematics
 - English Learner Reclassification and Progress
 - School Climate & Culture
- Valley Community School Merced and Juvenile Court School Plans
 - Three SMART goals continued:
 - Academic Achievement in English Language Arts
 - Academic Achievement in Mathematics
 - School Climate & Culture
- Reviewed and approved by the school's English Learner Advisory Committee and/or School Site Council in May and June 2024



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School - Atwater	24-10249-2430171	5-28-24	6/17/2024

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Valley Community School Atwater operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School - Atwater consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council -November 2023, February 2024, May 2024
- English Learner Advisory Committee October 2023, February 2024, June 2024
- Teaching Staff - through survey and staff meetings - August 2023 and ongoing
- Other Staff - through survey and staff meetings - August 2023 and ongoing
- Administration Team - through survey Leadership meetings, and Continuous Improvement sessions - August 2023 and ongoing
- Parents - through multiple surveys - August 2023 and ongoing
- Students - through surveys and ILP meetings with the counselor - August 2023 and ongoing
- Community - through surveys, webpage postings, Board meetings - August 2023 and ongoing

Resource Inequities

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

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

Does not apply.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

No colored indicators.

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

No colored indicators.

Other Needs

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

The school's n size for the previous year yields no data on the CA School Dashboard for the 2022/23 school year, so we used our local data to conduct a needs assessment for our school. This analysis indicated that we have a high chronic absenteeism rate and a low number of students meeting the Prepared definition for the College & Career Indicator (CCI), a low 4/5 year cohort graduation rate. We also have improvement goals in our Equity Multiplier goal for our local benchmark assessments in reading and math.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	10.00%	11.11%	5.00%	1	1	6
Asian	%	0%	0.83%	0	0	1
Filipino	%	0%	%	0	0	
Hispanic/Latino	80.00%	66.67%	82.50%	8	6	99
Pacific Islander	%	0%	%	0	0	
White	10.00%	11.11%	10.00%	1	1	12
Multiple/No Response	%	11.11%	1.67%	0	1	2
Total Enrollment				10	9	120

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7			2
Grade 8			11
Grade 9	1	1	5
Grade 10		3	19
Grade 11	4	5	43
Grade 12	5		40
Total Enrollment	10	9	120

Conclusions based on this data:

1. Enrollment has increased greatly.
2. Number of White students has increased.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	2	2	23	25.4%	20.0%	19.2%
Fluent English Proficient (FEP)	2	3	40	25.4%	20.0%	33.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The percent of English Learners have decreased.
2. The number of FEP has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*					
Grade 8	9			6			6			66.7		
Grade 11	35	*	5	24	*	5	24	*	5	68.6		100.0
All Grades	45	*	5	31	*	5	31	*	5	68.9		100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	2441.	*	*	0.00	*	*	8.33	*	*	12.50	*	*	79.17	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	6.45	*	*	12.90	*	*	80.65	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.23	*	*	29.03	*	*	67.74	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	12.90	*	*	87.10	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.45	*	*	67.74	*	*	25.81	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	64.52	*	*	35.48	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 100% that were enrolled were tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*					
Grade 8	9			6			6			66.7		
Grade 11	36	*	5	24	*	5	24	*	5	66.7		100.0
All Grades	46	*	5	31	*	5	31	*	5	67.4		100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*			*			*		
Grade 8	*			*			*			*			*		
Grade 11	2393.	*	*	0.00	*	*	0.00	*	*	4.17	*	*	95.83	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	0.00	*	*	6.45	*	*	93.55	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	16.13	*	*	83.87	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	48.39	*	*	51.61	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	*			*			*		
Grade 8	*			*			*		
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	48.39	*	*	51.61	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall standard not met has been consistently high and an area that needs attention.
2. There were not enough students tested in each group during 2023-24 to produce data.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*	0	*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	9	*	*
12	*	*		*	*		*	*		4	*	
All Grades										20	6	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	*	*	25.00	*	*	50.00	*	*	25.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	5.00	*	*	45.00	*	*	25.00	*	*	25.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	*	*	5.00	*	*	45.00	*	*	50.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	0.00	*	*	55.00	*	*	45.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	45.00	*	*	25.00	*	*	30.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	0.00	*	*	30.00	*	*	70.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*		*	*		*	*		*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	0.00	*	*	90.00	*	*	10.00	*	*	20	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There is not enough data to show on the dashboard.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
9	88.9	22.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley Community School - Atwater.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	22.2
Foster Youth		
Homeless	1	11.1
Socioeconomically Disadvantaged	8	88.9
Students with Disabilities	3	33.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	11.1
Hispanic	6	66.7
Two or More Races	1	11.1
White	1	11.1

Conclusions based on this data:

- The student group of Hispanic comprised 66% of our student population, followed by the African American and White student groups at 11% each.
- Our student group with disabilities grew to 33%.

School and Student Performance Data

Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level	Chronic Absenteeism  No Performance Color	

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Our suspension rate remains very low.

School and Student Performance Data

Academic Performance English Language Arts

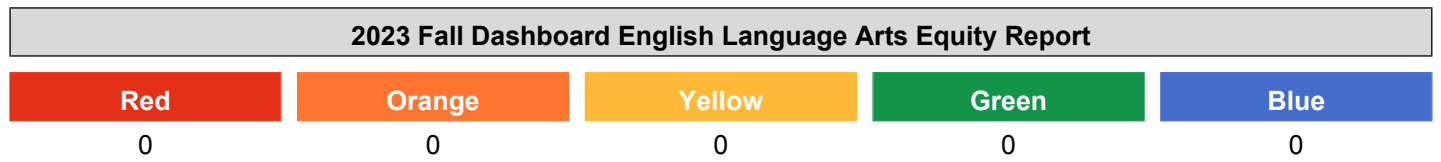
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>English Learners</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Students with Disabilities</div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance Mathematics

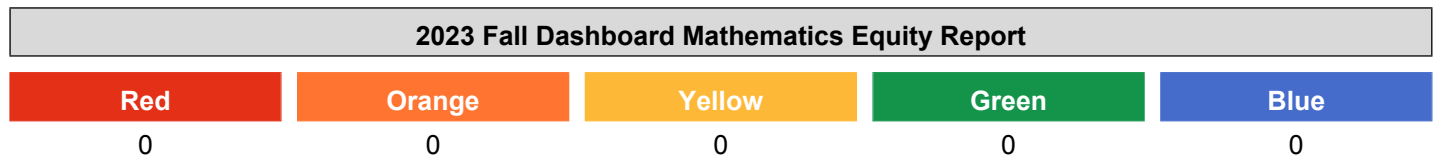
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>English Learners</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 1 Student	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students 1 Student	Reclassified English Learners 0 Students	English Only Less than 11 Students 2 Students
----------------------------------------------------------------------	----------------------------------------------------	------------------------------------------------------------

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator	
	English Learner Progress
	making progress towards English language proficiency Number of EL Students: 2 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

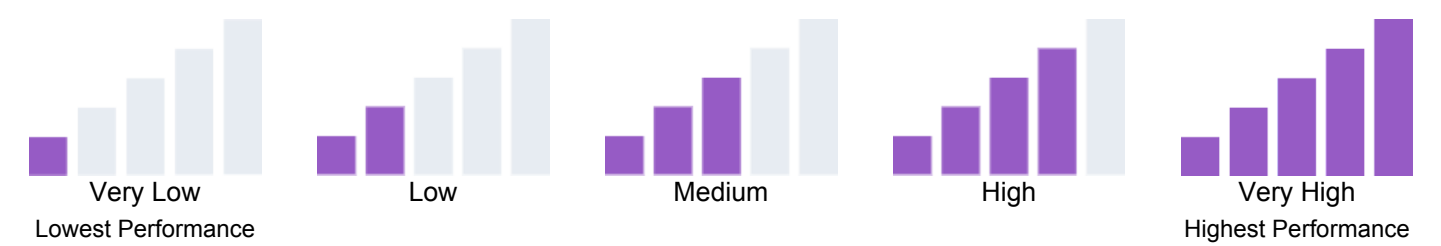
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

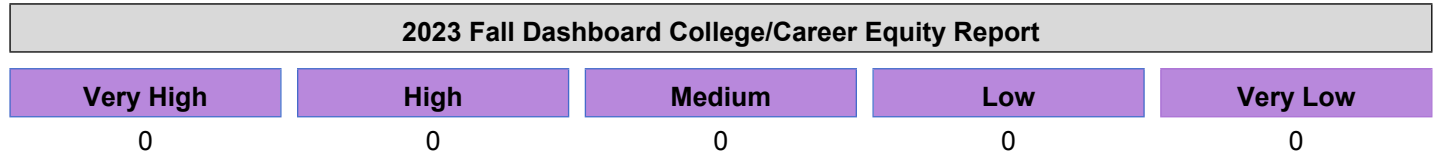
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

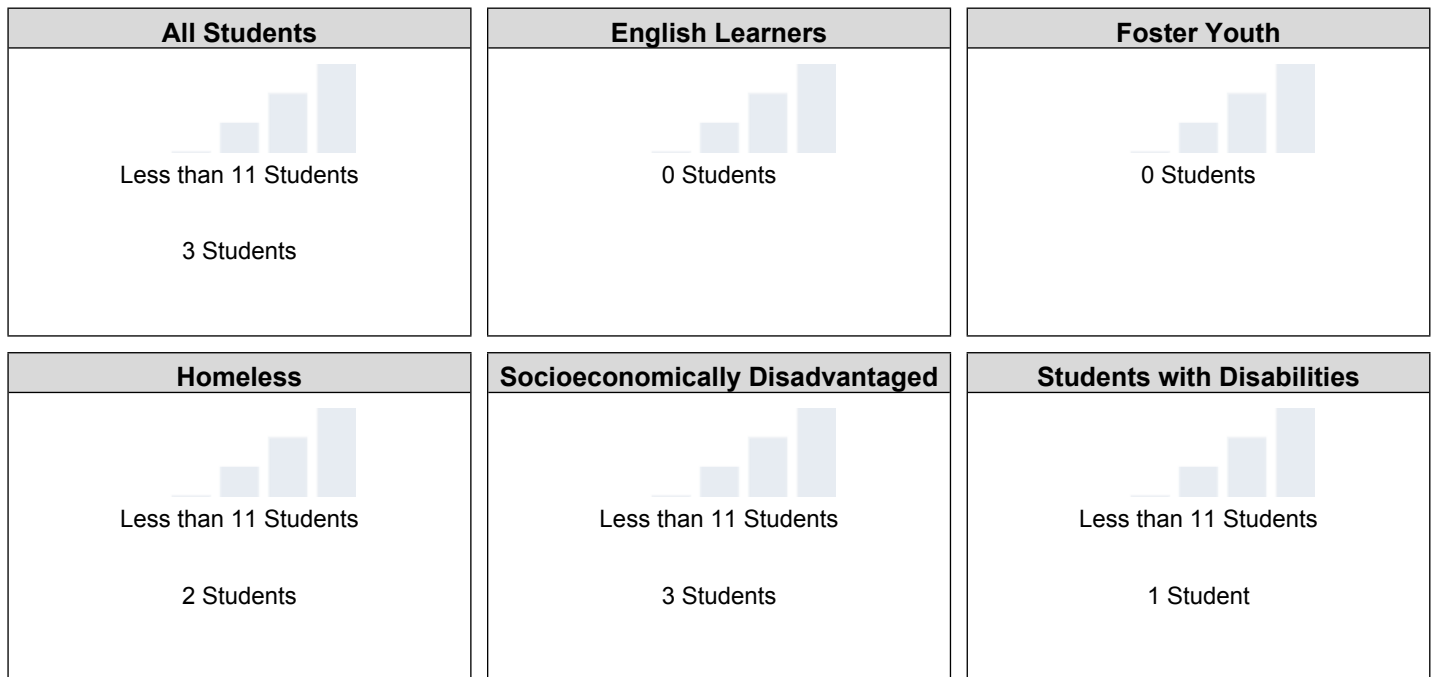


This section provides number of student groups in each level.

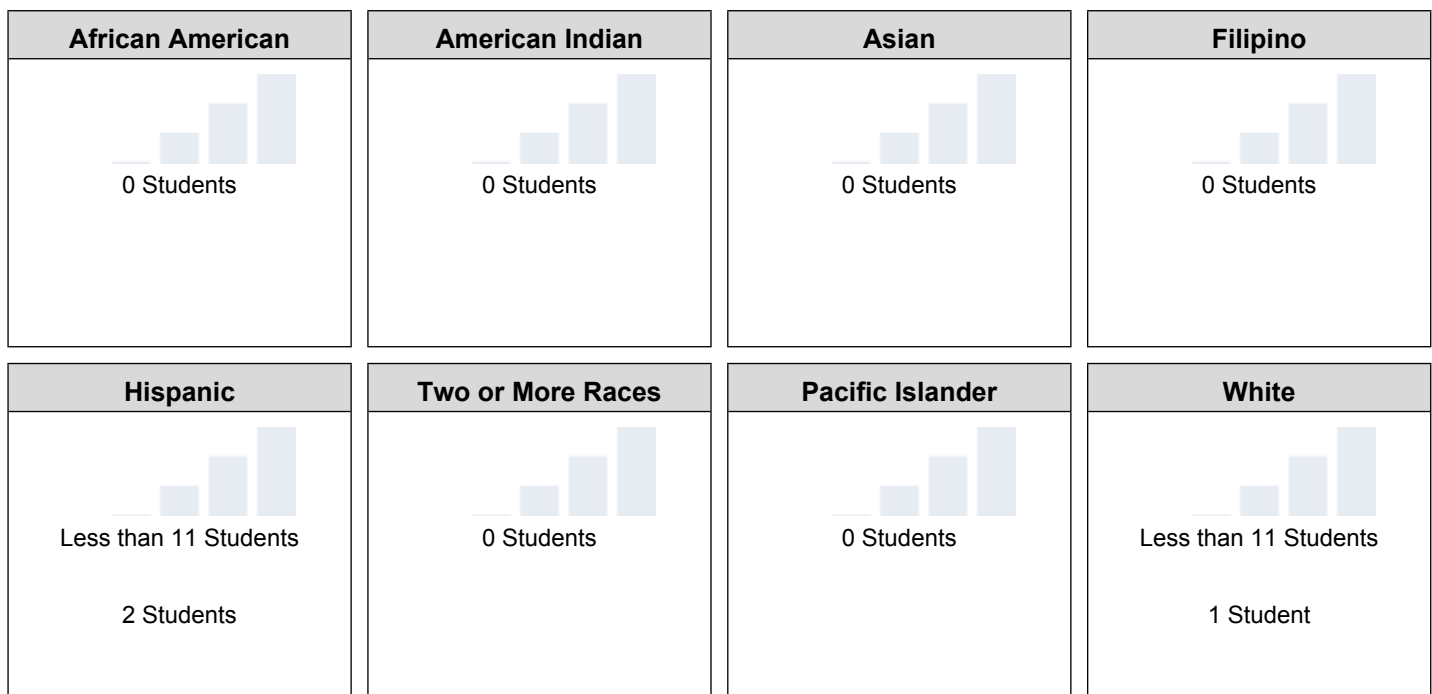


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

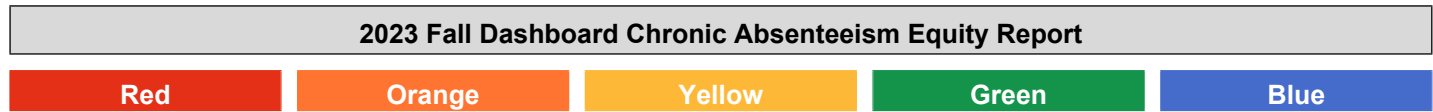
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement Graduation Rate

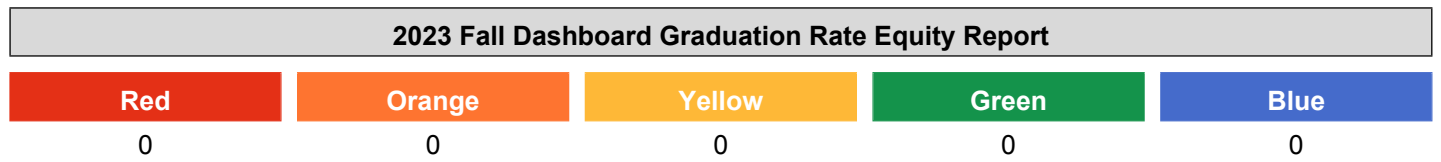
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Students with Disabilities</div> <div>Less than 11 Students</div> <div>1 Student</div>

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 2 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 1 Student

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Conditions & Climate Suspension Rate

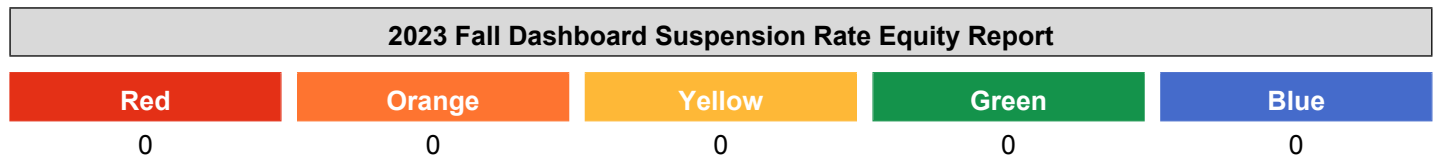
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div>0% suspended at least one day</div> <div>Maintained 0 29 Students</div>	<div>English Learners</div> <div>Less than 11 Students 6 Students</div>	<div>Foster Youth</div> <div>Less than 11 Students 3 Students</div>
<div>Homeless</div> <div>Less than 11 Students 5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>0% suspended at least one day</div> <div>Maintained 0 28 Students</div>	<div>Students with Disabilities</div> <div>Less than 11 Students 4 Students</div>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic 0% suspended at least one day Maintained 0 22 Students	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 1 Student

Conclusions based on this data:

1. Our school had 0% suspension rate for the past three school years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA

35% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 40% 2020/21 - 22% 2021-2022- 100% 2022-2023- 20% 2023-2024- 33%	50%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0% 2018/19 -10.87% 2019/20: no data due to state waiver of administered CAASPP. 2021/22: In order to protect student privacy, data is suppressed because fewer than 11 students tested. 2023/2024- In order to protect student privacy, data is suppressed because fewer than 11 students tested.	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2023-24 54.21%	100%

Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation Staff survey 2020/2021 Average 2.83: Full Implementation Staff Survey 2021/22 Average:4.0 Full Implementation 2022-23: Average 3.0 Full Implementation 2023/24- Average 4.0 Full Implementation Staff Survey	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	22170 Title I Part A 2000-2999: Classified Personnel Salaries 17948 Title I Part A 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	2372 Title I Part A 4000-4999: Books And Supplies
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	3409 Title I Part A 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation was accomplished as judged by the teacher survey showing full implementation. Effectiveness is somewhat apparent as the local indicator scores increased on the STAR 360.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school provided additional hours of training for MCOE staff with allocated funds. Supplemental materials were also purchased. The amount of supplemental resources were greater than allocated funds, so other sources of funding were also used;

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met, therefore it will remain a priority. We will continue to initiate schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Merced County Office of Education will employ a highly qualified staff that is trained to equip students to achieve at high levels in preparation for college and career. (Aligned to LCAP Goal 1)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 23% 2020/21 - 12% 2021/22 - 87% 2022-23- 60% 2023/24- 34%	50%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0% 2018/19 -2.13% 2019/2020: No data due to school closures in Spring 2020. 2021-22- In order to protect student privacy, data is suppressed because fewer than 11 students tested. 2023/24-In order to protect student privacy, data is suppressed because fewer than 11 students tested.	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2023/24- 54.21%	100%

Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/2021: Average 3.7- Initial Implementation 2021/22: Average 4.0 Implementation 2022/23: Average 3.0 Implementation 2023/24- Average 4.13 Full Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided. Tutoring Center will be maintained and run by UC Merced students.	All Students	Title I Part A cost in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented strategies to help increase Math outcomes, but have not seen desired results as of yet.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met, therefore it will remain a priority. We will continue to initiate schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency. (LCAP Goal 1)

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. (LCAP Goal 4)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who may be reclassified by meeting four criteria per EL Master Plan. The data used to arrive at this need was the CA School Dashboard and Dataquest and from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2017/18 District: 54.77% VCS -Atwater - not available due to limited data set 2018/19 District: 30% VCS Atwater: 31.25% 2019/20: Data not available due to school closures. 2020/21: 25% 2022/23: not available due to limited data set 2023/24 not available due to limited data set	District 60% VCS Atwater 40%
EL Reclassification as measured by number of reclassified students (Priority 4)	2016/17: 0% 2017/18: 0% 2018/19: 0% 2020/2021: .5% 2022/23: 0% 2023/24 4.35%	10%
EL access to state standards/ELD standards as measured by State Reflection Tool (Priority 2)	2018/19: Average 1.81 - Beginning Development	Average 4.0

	2019/20: Average 2.00 - Initial Implementation 2020/2021: Average 3.17 - Full Implementation 2022/23: Average 3.33 - Full Implementation 2023/24 Average 4.25 - Full Implementation	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with English Learners students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	English Learners	cost in Goal 1
3.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

It has been difficult to meet the reclassification goal. Though staff indicate that the program is being fully implemented, the results are not indicating expected results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met, therefore it will remain a priority. We will continue to initiate schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture

85% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture..

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Broad: Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and teachers on school safety and connectedness (Priority 6)	2016/17: 75% 2018/19: 70.44% 2019/20: 78% Satisfactory 2020/2021: 92.85% 2021/2022: 100% 2022/23: 97% 2023/24- 97%	85%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% Satisfactory 2018/19: 91.7% Satisfactory 2019/20: 87% Satisfactory 2020/2021: 60% Satisfactory 2021/2022: 100% 2022/23: 94% 2023/24- 83%	98%
Attendance rate as measured by average attendance at P2 (Priority 5)	2016/17: 81.6% 2017/18: 79.3% 2018/19: 71.02% 2019/20: 73.12% 2020/2021: 62% 2021/2022: 74% 2022/23: 80% 2023/24- 76%	88%

Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 83.7% 2017/18: 90.4% 2018/19: 88% 2019/2020: Not reported due to school closures 2020/2021: 97.2 2022/23: 90.5 2023/24- 75%	75%
Suspension rate (Priority 6)	2016/17: 49.7% 2017/18: 46.6% 2018/19: 45.8% 2019/2020: NA 2020/2021: 0 2021/2022: 0 2022/23: 0 2023/24- 0	10%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Exemplary 2017/18: Exemplary 2018/19: Exemplary 2019/2020: Exemplary 2020/2021: Exemplary 2021/2022: Exemplary 2022/23: Exemplary 2023/24- Exemplary	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 8 field trips 2017/18: 6 field trips 2018/19: 5 field trips 2019/20: 6 planned; only 3 occurred due to school closure 2020/21: 0 planned due to COVID-10 restrictions. 2021/2022: 6 field trips 2022/2023: 7 field trips 2023/24- 6 field trips	6 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. Admission to MCOE festivals and other sponsored	Low income	100 Title I Part A 5000-5999: Services And Other Operating Expenditures

	activities will be provided. (Aligned to LCAP Goal 2, Action 1)		
4.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)	All students	100 Title I Part A 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

There have been both successes and challenges in the effectiveness of implemented strategies. Suspension rates and chronic absenteeism have seen great successes. Parental engagement is an area of focus that we need to focus on in the upcoming year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met, therefore it will remain a priority. We will continue to initiate schoolwide interventions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$46,099
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,099.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A	\$46,099.00

Subtotal of additional federal funds included for this school: \$46,099.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$46,099.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	\$46,099	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A	46,099.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	22,170.00
3000-3999: Employee Benefits	17,948.00
4000-4999: Books And Supplies	2,372.00
5000-5999: Services And Other Operating Expenditures	3,609.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A	22,170.00
3000-3999: Employee Benefits	Title I Part A	17,948.00
4000-4999: Books And Supplies	Title I Part A	2,372.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	3,609.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	45,899.00
Goal 4	200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



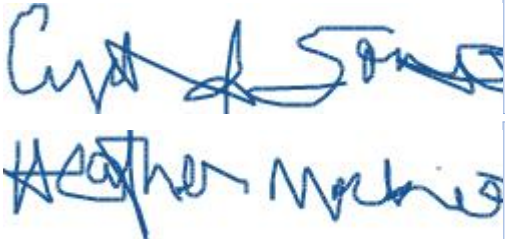
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-28-2024.

Attested:



Principal, Crystal Sousa on 5-31-24

SSC Chairperson, Heather Mackie on 5-31-24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

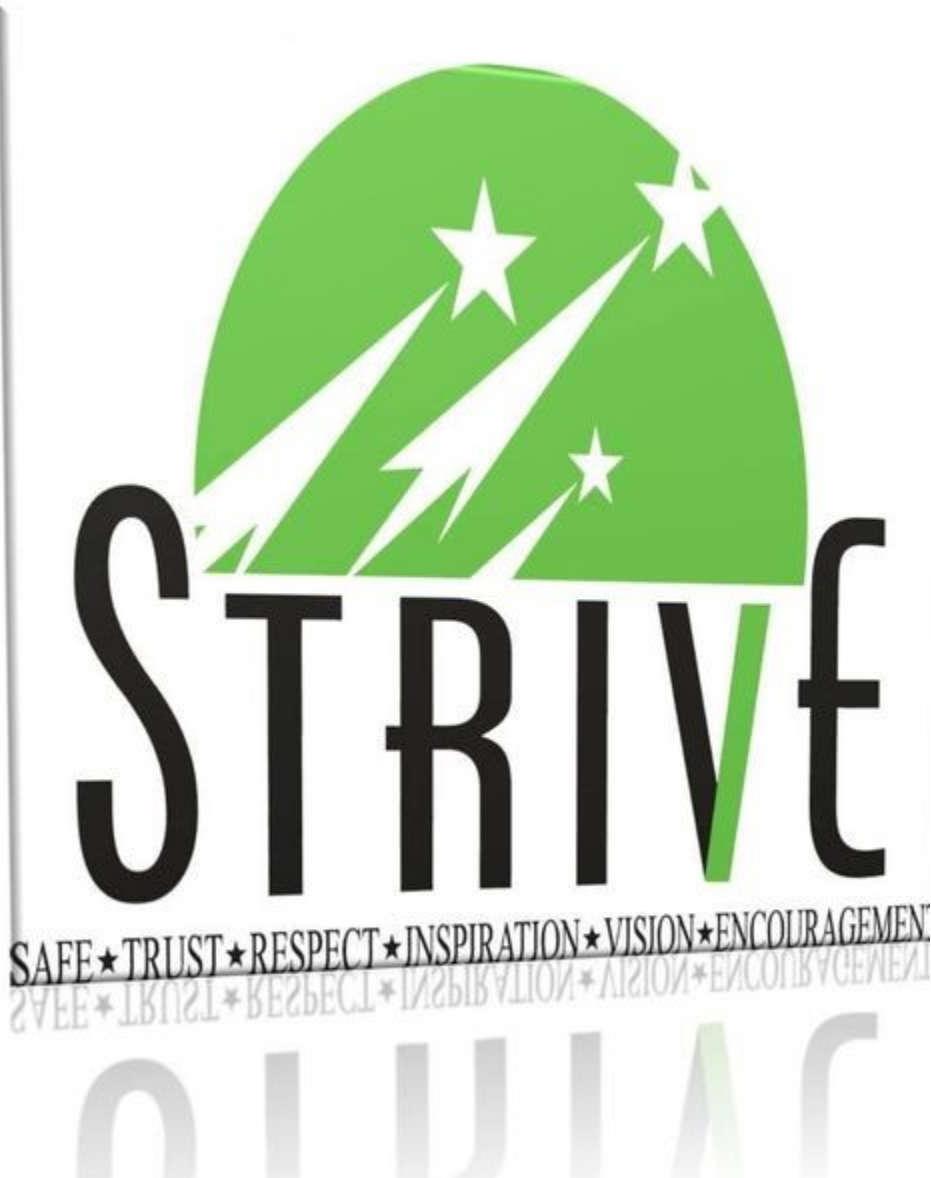
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atciplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atciplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School - Los Banos	24-10249-2430163	May 29, 2024	June 17, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Community School - Los Banos for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Valley Community School - Los Banos for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Valley Community School Los Banos operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School - Los Banos consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council -October 10, 2023, February 15, 2024 and May 29, 2024.
- English Learner Advisory Committee - October 10, 2023, February 15, 2024 and May 29,2024.
- Certificated Staff - through survey and staff meetings - weekly
- Other Staff - through survey and staff meetings - weekly
- Administration Team - through survey Leadership meetings, and Continuous Improvement sessions - monthly
- WASC Leadership Meetings - September 2023 and ongoing quarterly
- Parents - through multiple surveys and Parent Square - August 2023 - April 2024
- Students - through surveys and ILP meetings with the counselor - August 2023 - May 2024
- Community - through surveys, webpage postings, Board meetings - August 2023 - April 2024

Los Banos Valley Community School was identified for Additional Targeted Support and Improvement (ATSI) by the CDE based on the low performance of students identified as English Language Learners. In order to identify resource inequities and address these needs, school administration met with school staff, students, parents and the community to obtain input on how to address the areas of need. Staff input was gathered during weekly meetings. SSC and ELAC committees discussed this item on May 29, 2024. A Spring Survey was also given in order to collect feedback and involvement in the SPSA planning process during the window of April - May 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Valley Los Banos Community School, has been identified as needing support and improvement under the state's accountability system. As per the state guidelines, schools are identified if any of their student groups show a majority of the lowest status for all indicators. The following student groups have been identified:

English Learners

- Red in Suspension Rate

- Red in English Learner Progress Indicator
- Very Low in College and Career Indicator.

Socioeconomically Disadvantaged

- Red in Suspension Rate
- Very Low in College and Career Indicator.

During Title I meetings, ELAC, SSC, and staff meetings, CAASPP/Dashboard data was reviewed. Staff, parents, and community members expressed an interest in being more familiar with local and state test measures and school programs that will increase student achievement.

Los Banos Valley Community School is eligible for ATSI for the English Language Learner group, on the 2023 CA School Dashboard, LBVCS students had red indicators in academics and identified as Very Low on the English Language Progress Indicator. Current ELs are performing very low on state measures – 0% scored proficient on the ELPAC state test. Students have support with instructional assistants for push-in and pull-out services. ELD teachers have had support with collaboration with district staff and coordinators to develop the use of supplemental English Language Development curriculum.

The review of the needs assessment revealed that there is a need to align ELD instruction to English Language Development curriculum purchased by the district (English 3D). The administrative team is working collaboratively with teachers to support the focus on English language development and how to maximize instruction within the master schedule. The district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access and Targeted Intervention for small group differentiated instruction. Additionally, Tier 2 intervention programs in ELA were purchased and time was carved into the school day for these supports (English 3D and ELD Support Classes). Federal monies and grants are being used to provide professional development for teachers focusing on academics, social-emotional support, and MTSS.

Additional resource inequities identified in our program in connection with our school's needs assessment include:

- Positive & Inviting School Culture: need to continue to strengthen PBIS and create a positive and welcoming school environment that will impact attendance rates, reduce chronic absenteeism rates, and decrease suspension rates.
- Empowering Rigorous Content: There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.
- Student Supports & Intervention: MTSS provides significant student academic, social, and emotional support built into the instructional day.
- Teaching Quality & Diversity: Continue to recruit experienced teachers who are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. During the 2023-2024 school year, there were four vacant teaching positions in the daily school program that required the use of four long-term subs.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA - Orange: additional support classes and tutoring will be added.

Mathematics - Orange: additional support classes and tutoring will be added.

EL Progress - Red: additional support classes and tutoring will be added.

Suspension - Red: improve our Restorative Justice practices and MTSS.

College/Career - Very Low: course and pathway completion will be monitored closely.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

All student groups were either in the Orange or Red levels. No specific student group was more than two below since Orange and Red are the two lowest performance indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

STAR 360 is a local assessment tool used by the school for both reading and mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Community School - Los Banos. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.51%	0	0	1
African American	%	0%	1.54%	0	0	3
Asian	%	0%	%	0	0	
Filipino	%	0.72%	%	0	1	
Hispanic/Latino	97.69%	97.83%	92.31%	127	135	180
Pacific Islander	%	0.72%	0.51%	0	1	1
White	2.31%	0.72%	5.13%	3	1	10
Multiple/No Response	%	0%	%	0	0	
Total Enrollment				130	138	195

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8			3
Grade 9		1	7
Grade 10	21	20	20
Grade 11	55	49	82
Grade 12	54	68	83
Total Enrollment	130	138	195

Conclusions based on this data:

1. Enrollment continues to increase each year.
2. An increase of student being referred in grade 12.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50	52	68	31.8%	38.5%	34.9%
Fluent English Proficient (FEP)	48	45	52	34.1%	36.9%	26.7%
Reclassified Fluent English Proficient (RFEP)				18.5%		

Conclusions based on this data:

1. The number of English Learners remained steady from year to year.
2. 2 students were reclassified during the school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44	67	54	35	64	49	35	64	49	79.5	95.5	90.7
All Grades	44	67	54	35	64	49	35	64	49	79.5	95.5	90.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2475.	2415.	2447.	2.86	0.00	0.00	14.29	0.00	6.12	20.00	14.06	26.53	62.86	85.94	67.35
All Grades	N/A	N/A	N/A	2.86	0.00	0.00	14.29	0.00	6.12	20.00	14.06	26.53	62.86	85.94	67.35

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.86	0.00	0.00	68.57	42.19	40.82	28.57	57.81	59.18
All Grades	2.86	0.00	0.00	68.57	42.19	40.82	28.57	57.81	59.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.86	0.00	0.00	28.57	7.81	30.61	68.57	92.19	69.39
All Grades	2.86	0.00	0.00	28.57	7.81	30.61	68.57	92.19	69.39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.71	3.13	2.04	60.00	51.56	67.35	34.29	45.31	30.61
All Grades	5.71	3.13	2.04	60.00	51.56	67.35	34.29	45.31	30.61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.71	0.00	0.00	57.14	53.13	55.10	37.14	46.88	44.90
All Grades	5.71	0.00	0.00	57.14	53.13	55.10	37.14	46.88	44.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 67.5% of students did not meet standards in ELA in 2022/23. This was a 20% improvement.
- 86% of students did not meet standards in ELA in 2021/22

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	44	67	54	26	63	51	26	63	51	59.1	94.0	94.4
All Grades	44	67	54	26	63	51	26	63	51	59.1	94.0	94.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2402.	2378.	2421.	0.00	0.00	0.00	0.00	0.00	0.00	3.85	3.17	1.96	96.15	96.83	98.04
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.85	3.17	1.96	96.15	96.83	98.04

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	3.17	7.84	*	96.83	92.16
All Grades	*	0.00	0.00	*	3.17	7.84	*	96.83	92.16

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	39.68	49.02	*	60.32	50.98
All Grades	*	0.00	0.00	*	39.68	49.02	*	60.32	50.98

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	60.32	52.94	*	39.68	47.06
All Grades	*	0.00	0.00	*	60.32	52.94	*	39.68	47.06

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Conclusions based on this data:

1. 98.4% of students did not meet standards in mathematics in 2022/23.
2. 96% of students did not meet standards in mathematics in 2021/22.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	1505.1	1527.4	1504.3	1488.5	1508.1	1498.5	1521.3	1546.1	1509.6	12	16	21
11	1521.0	1522.2	1526.0	1507.3	1504.9	1518.9	1534.3	1539.2	1532.7	18	24	15
12	1514.2	1525.0	1504.0	1499.1	1513.6	1498.6	1528.7	1536.1	1509.0	23	15	24
All Grades										53	55	63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	0.00	0.00	8.33	31.25	9.52	66.67	50.00	52.38	25.00	18.75	38.10	12	16	21
11	5.56	0.00	0.00	11.11	16.67	26.67	50.00	62.50	46.67	33.33	20.83	26.67	18	24	15
12	4.35	0.00	4.17	26.09	26.67	4.17	43.48	60.00	41.67	26.09	13.33	50.00	23	15	24
All Grades	3.77	0.00	1.61	16.98	23.64	11.29	50.94	58.18	46.77	28.30	18.18	40.32	53	55	62

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	0.00	0.00	33.33	56.25	28.57	50.00	37.50	57.14	16.67	6.25	14.29	12	16	21
11	5.56	0.00	13.33	38.89	41.67	33.33	44.44	45.83	26.67	11.11	12.50	26.67	18	24	15
12	4.35	6.67	4.17	56.52	53.33	33.33	13.04	26.67	45.83	26.09	13.33	16.67	23	15	24
All Grades	3.77	1.82	4.84	45.28	49.09	30.65	32.08	38.18	46.77	18.87	10.91	17.74	53	55	62

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	0.00	0.00	8.33	31.25	0.00	41.67	37.50	52.38	50.00	31.25	47.62	12	16	21
11	5.56	4.17	0.00	0.00	4.17	6.67	38.89	54.17	53.33	55.56	37.50	40.00	18	24	15
12	0.00	0.00	0.00	4.35	13.33	4.17	43.48	53.33	33.33	52.17	33.33	62.50	23	15	24
All Grades	1.89	1.82	0.00	3.77	14.55	3.23	41.51	49.09	45.16	52.83	34.55	51.61	53	55	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	0.00	0.00	83.33	87.50	61.90	16.67	12.50	38.10	12	16	21
11	5.56	0.00	0.00	61.11	75.00	73.33	33.33	25.00	26.67	18	24	15
12	4.35	13.33	4.17	69.57	60.00	50.00	26.09	26.67	45.83	23	15	24
All Grades	3.77	3.64	1.61	69.81	74.55	59.68	26.42	21.82	38.71	53	55	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	16.67	43.75	61.90	50.00	43.75	33.33	33.33	12.50	4.76	12	16	21
11	22.22	25.00	26.67	55.56	58.33	66.67	22.22	16.67	6.67	18	24	15
12	26.09	40.00	37.50	47.83	46.67	45.83	26.09	13.33	16.67	23	15	24
All Grades	22.64	34.55	43.55	50.94	50.91	46.77	26.42	14.55	9.68	53	55	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	18.75	0.00	33.33	37.50	23.81	66.67	43.75	76.19	12	16	21
11	5.56	4.17	0.00	22.22	41.67	40.00	72.22	54.17	60.00	18	24	15
12	4.35	0.00	0.00	34.78	40.00	25.00	60.87	60.00	75.00	23	15	24
All Grades	3.77	7.27	0.00	30.19	40.00	27.42	66.04	52.73	72.58	53	55	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	0.00	0.00	0.00	75.00	75.00	71.43	25.00	25.00	28.57	12	16	21
11	0.00	0.00	0.00	77.78	75.00	73.33	22.22	25.00	26.67	18	24	15
12	8.70	6.67	0.00	60.87	73.33	50.00	30.43	20.00	50.00	23	15	24
All Grades	3.77	1.82	0.00	69.81	74.55	64.52	26.42	23.64	35.48	53	55	62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 63 students took the ELPAC test in 2022/23.
- 40.32% of students scored a level one overall in 2022/23. This is a significant increase over prior year.
- 46.77% of students scored a level two overall in 2022/23. This is a decrease over prior year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
138	89.1	37.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Valley Community School - Los Banos.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	52	37.7
Foster Youth		
Homeless	5	3.6
Socioeconomically Disadvantaged	123	89.1
Students with Disabilities	5	3.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.7
Hispanic	135	97.8
Pacific Islander	1	0.7
White	1	0.7

Conclusions based on this data:

1. The 2022/23 data shows that at our school, 89.1% of the student population are Socioeconomically Disadvantaged and 37.7% are English Learners.
2. Our student group who are homeless comprised 3.6% of our student population. Students with disabilities comprised 3.6% of our student population.

3. The student group of Hispanic comprised 97.8% of our student population, followed by White, Pacific Islander and Filipino all at .7%.

School and Student Performance Data

Overall Performance







The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Graduation Rate</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>English Learner Progress</div> <div></div> <div>Red</div>		
<div>College/Career</div> <div>Very Low</div>		

Conclusions based on this data:

1. The CA School Dashboard data for 2022/23 indicate that overall our students score very low on all measures of academic performance.
2. The CA School Dashboard data for 2022/23 indicate that overall our school has a low graduation rate.
3. The CA School Dashboard data for 2022/23 indicate that overall our school has a high suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 149.6 points below standard Increased Significantly +24.4 points 35 Students	148.3 points below standard Increased Significantly +63.6 points 16 Students	Less than 11 Students 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	159.8 points below standard Increased +12.2 points 28 Students	Less than 11 Students 3 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 144.2 points below standard Increased Significantly +31.5 points 34 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
164.1 points below standard Increased Significantly +47.3 points 13 Students	Less than 11 Students 3 Students	149.8 points below standard Increased Significantly +31.4 points 12 Students

Conclusions based on this data:

1. CA School Dashboard data indicates overall our students score very low on ELA state performance measures.

School and Student Performance Data

Academic Performance Mathematics

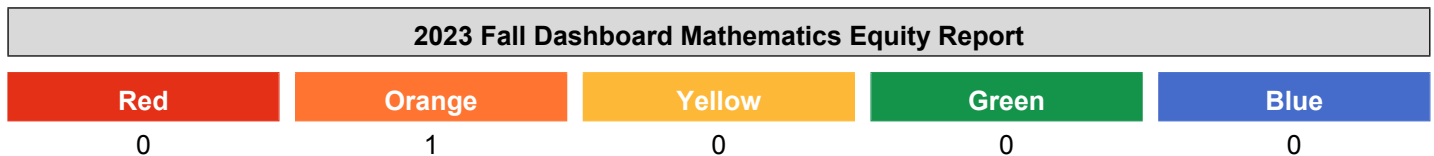
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 212.1 points below standard Increased Significantly +33.7 points 35 Students	English Learners 226.3 points below standard Increased Significantly +38.8 points 16 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 223.8 points below standard Increased Significantly +18.1 points 28 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 212.1 points below standard Increased Significantly +33.5 points 35 Students	 No Performance Color 0 Students	Less than 11 Students 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
242.8 points below standard Increased Significantly +28 points 13 Students	Less than 11 Students 3 Students	208 points below standard Increased Significantly +79.7 points 11 Students

Conclusions based on this data:

1. CA School Dashboard data indicates overall our students score very low on mathematics state performance measures.

School and Student Performance Data

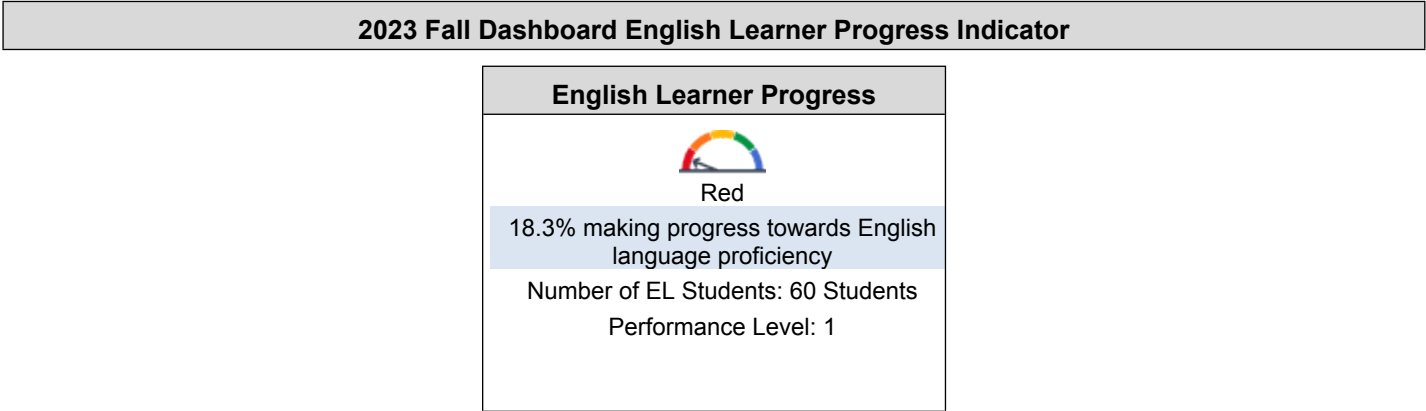
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31	18	0	11

Conclusions based on this data:

- 2022 /23 CA School Dashboard Data indicates students who are English Language Learners demonstrate very low progress towards English language proficiency.
- 31% of EL Learners decreased their scores on the measure of English Language Acquisition.
- 11% of EL Learners increased their scores by at least one level on the measure of English Language Acquisition.

School and Student Performance Data

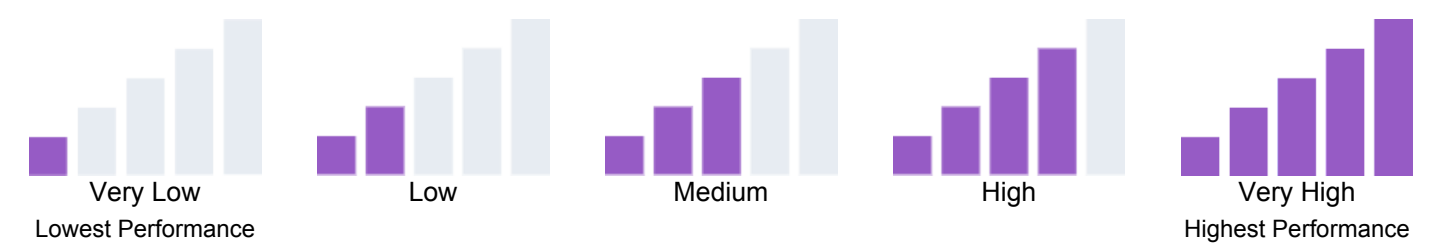
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

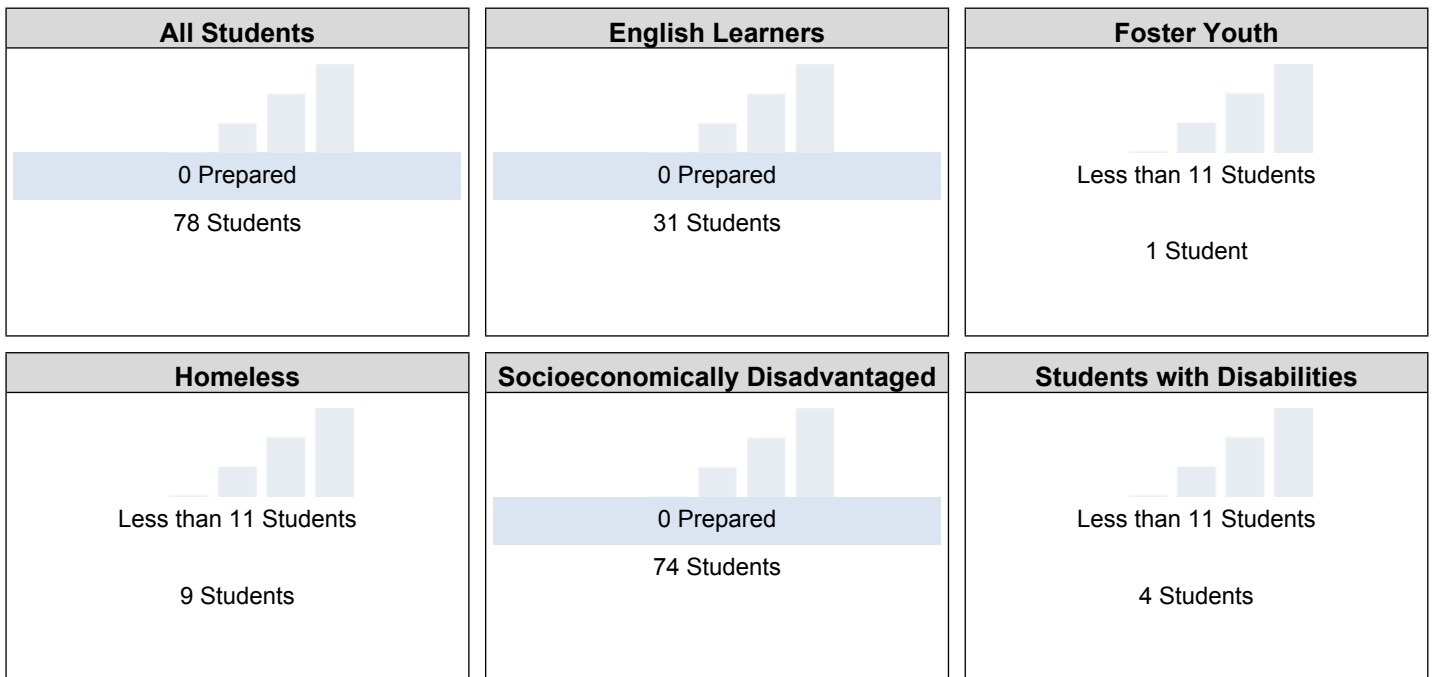


This section provides number of student groups in each level.

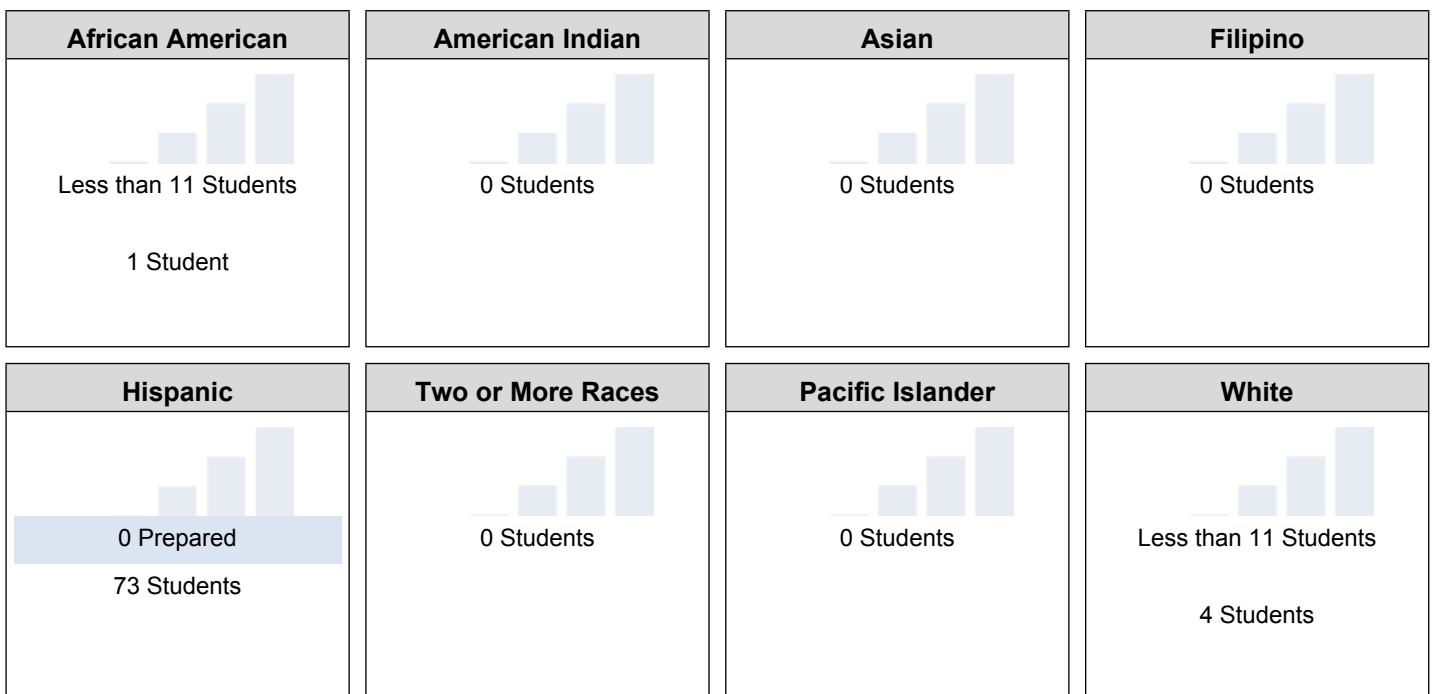
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
3	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Data indicates students are in the Very Low in preparedness for the College/Career category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 79.7% graduated Decreased -3.6 79 Students	80.6% graduated Decreased -1.2 31 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Orange 78.7% graduated Decreased -4.7 75 Students	Less than 11 Students 5 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 82.4% graduated Maintained -0.3 74 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 4 Students

Conclusions based on this data:

1. The 2022 /23 Graduation Rate was 79.7% which is a decrease from prior school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

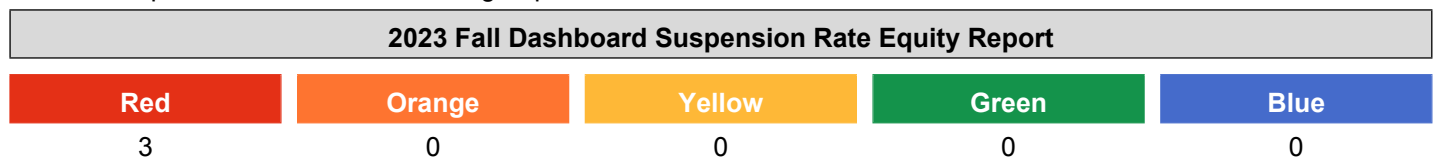
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.7% suspended at least one day Increased Significantly 4.6 267 Students	English Learners  Red 11.7% suspended at least one day Increased 6.2 94 Students	Foster Youth Less than 11 Students 3 Students
Homeless 9.1% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Red 12.4% suspended at least one day Increased Significantly 3.5 233 Students	Students with Disabilities 0% suspended at least one day Declined -9.1 15 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian Less than 11 Students 1 Student	Asian  No Performance Color 0 Students	Filipino Less than 11 Students 1 Student
Hispanic  Red 13.1% suspended at least one day Increased Significantly 5 252 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander Less than 11 Students 3 Students	White Less than 11 Students 7 Students

Conclusions based on this data:

1. The 2022/23 suspension rate was 12.7%.
2. The suspension rate increased 4% over prior school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA

40% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20: 8% 2020/2021: 0% 2021/22: 10% 2022/23: 5% 2023/24: 22.6%	40%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18: 3.13% 2018/19: 2.78% 2019/20: no data due to state waiver of administered CAASPP. 2020/21: 17.15% 2021/22: 0% 2022/23: 6.12%	20%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2019/20: 100% 2020/21: 100% 2021/22: 44.48%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.48 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: Average 3.60 - Full Implementation 2023/24: Average 2.13 - Initial Implementation	Average 4.0
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Staff will provide support and assistance, and create a safe learning environment for students to increase academic achievement.	All students	46734.25 Title I Part A 2000-2999: Classified Personnel Salaries 21355.75 Title I Part A 3000-3999: Employee Benefits 67689.95 Title I Part D 1000-1999: Certificated Personnel Salaries 14,051.93 Title I Part D 2000-2999: Classified Personnel Salaries 46,396 Title I Part D 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	2907.50 Title I Part D 4000-4999: Books And Supplies
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	2907.50 Title I Part D 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2023/24. Professional development for certificated and classified employees were provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career ready.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured into 2024/25 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math

40% of students will increase their Math score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 27% 2020/21 - 35% 2021/22 - 25% 2022/23 - 23% 2023/24 - 22.8%	40%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2017/18- 0% 2018/19 -0% 2019/2020 - No Data Available 2020/21 - 0% 2021/22 - 0% 2022/23 - 0%	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2019/20 - 100% 2020/21 - 100% 2021/22 - 100% 2023/24 - 44.48%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.48 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23 - Average 3.5 - Full Implementation 2023/24 - Average 2.13 - Initial Implementation	Average 4.0
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Staff will provide support and assistance, and create a safe learning environment for students to increase academic achievement.	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 9 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2023/24. Professional development for certificated and classified employees were provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career ready.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured into 2024/25 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Learners

20% or more of current English Learners will be eligible to be reclassified as English Fluent based on reclassification criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who may be reclassified by meeting four criteria per EL Master Plan. The data used to arrive at this need was the CA School Dashboard and Dataquest and from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2017/18: District: 54.77% VCS -Los Banos - not available due to limited data set 2018/19 District: 30% VCS Los Banos: 30.77% 2019/20: Data not available due to school closures 2020/21: District: 9.42% VCS Los Banos: 20.75% 2021/22: District: 30.77% VCS Los Banos: 23.64% 2022/23: District: 27.64% VCS Los Banos: 12.90%	VCS Los Banos 40%
EL Reclassification as measured by number of reclassified students (Priority 4)	2017/18: 0% 2018/19: 0% 2019/20: 0% 2020/21: 19.2% 2021/22: .02% 2022/23: .04% 2023/24: 1.47%	20%
EL access to state standards/ELD standards as measured by State Reflection Tool (Priority 2)	2018/19: Average 1.81 - Beginning Development 2019/20: Average 2.00 - Initial Implementation	Average 4.0

	2020/21: Average 2.40 - Initial Implementation 2021/22: Average 3.50 Full Implementation 2022/23: Average 3.20 - Full Implementation 2023/24: Average 2.63 - Initial Implementation	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with English Learners students to increase academic achievement.	English Learners	cost in Goal 1
3.2	Supplemental materials and supplies include instructional support for grades 9 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	cost in Goal 1
3.3	All teachers who instruct English Language Development classes will utilize the adopted English 3D curriculum and administer the English 3D Reading Inventory at least three times a year in order to support EL Learners in developing English Language Proficiency,	All students identified as English Language Learners	
3.4	Students will take three ELPAC Interim Assessments in order to prepare for the state ELPAC exam.	All students identified as English Language Learners	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to work toward the articulated goal in 2023/24.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional certificated and support staff professional development will be implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional monitoring strategies of our EL student progress will be implemented.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture

95% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 (LCAP Goal 2).

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 (LCAP Goal 3).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and staff on school safety and connectedness (Priority 6)	2018/19: 70.44% 2019/20: 78% 2020/21: 83.45% 2021/22: 95% 2022/23: 91% 2023/24: 91.67%	95%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% 2018/19: 91.7% 2019/20: 87% 2020/21: 97% 2021/22: 86% 2022/23: 63% 2023/24: 91%	95%
Attendance rate as measured by average attendance at P2 (Priority 5)	2017/18: 76.2% 2018/19: 80.48% 2019/20: 75.42% 2020/21: 86% 2021/22: 78%	88%

	2022/23: 78% 2023/24: 58%	
Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 80.8% 2017/18: 77.9% 2018/19: 81.4% 2019/20: Not reported due to school closures 2020/21: 87.5% 2022/23: 74.9% 2023/24: 81.5%	50%
Suspension rate (Priority 6)	2016/17: 34.8% 2017/18: 22.3% 2018/19: 16.3% 2019/20: 11.9% 2020/21: 0% 2022/23: 8.1% 2023/24: 12.7%	7%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Exemplary 2018/19: Exemplary 2020/21: Exemplary 2021/22: Exemplary 2022/23: Exemplary 2023/24: Good	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 6 field trips 2017/18: 5 field trips 2018/19: 10 field trips 2019/20: 8 planned; only 3 occurred due to school closure 2020/21: 0 planned due to COVID-19 restrictions. 2021/22: 12 field trips 2022/23: 16 field trips 2023/24: 16 field trips	15 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. Admission to MCOE festivals and other sponsored activities will be provided. (Aligned to LCAP Goal 2)	Low income	2,740.41 Title I Part D 5000-5999: Services And Other Operating Expenditures

4.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2)	All students	1,092.32 Title I Part D 5000-5999: Services And Other Operating Expenditures
4.3	With a non-stability rate of 74.2% at LBVCS there are student adding and dropping weekly. In order to ease transition from District to District and Juvenile Hall to our school we will hire 0.5 FTE transition specialist to work with students and families.		38,882.72 Title I Part D 2000-2999: Classified Personnel Salaries 11354.67 Title I Part D 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2023/24. Educational enrichment activities and field trips were provided for students. A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. The Parent Portal is available for students to access student education and attendance information. The school utilizes Parent Square to communicate with students and families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance rates and chronic absenteeism will continue to be monitored.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$256,113.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$256,113.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A	\$68,090.00
Title I Part D	\$188,023.00

Subtotal of additional federal funds included for this school: \$256,113.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$256,113.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	68,090	0.00
Title I Part D	188,023	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A	68,090.00
Title I Part D	188,023.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,689.95
2000-2999: Classified Personnel Salaries	99,668.90
3000-3999: Employee Benefits	79,106.42
4000-4999: Books And Supplies	2,907.50
5000-5999: Services And Other Operating Expenditures	6,740.23

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A	46,734.25
3000-3999: Employee Benefits	Title I Part A	21,355.75
1000-1999: Certificated Personnel Salaries	Title I Part D	67,689.95
2000-2999: Classified Personnel Salaries	Title I Part D	52,934.65
3000-3999: Employee Benefits	Title I Part D	57,750.67
4000-4999: Books And Supplies	Title I Part D	2,907.50
5000-5999: Services And Other Operating Expenditures	Title I Part D	6,740.23

Expenditures by Goal

Goal Number
Goal 1
Goal 4

Total Expenditures
202,042.88
54,070.12

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
John J. Chavez	Principal
Erica Chuvichien	Classroom Teacher
Leticia Valdez	Classroom Teacher
Madelyn Licon	Other School Staff
Lori Padilla	Other School Staff
Tonya Luna	Other School Staff
Luz Munguia	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

L.M. per phone approval

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/24.

Attested:



Principal, John Chavez on 5/29/24

SSC Chairperson, Leticia Valdez on 5/29/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School Merced	24102492430148	June 3, 2024	June 17, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Community School Merced for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Valley Community School Merced for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

Valley Community School Merced operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. Our school is currently in Comprehensive Support and Improvement for graduation rate. Our SPSA Plan also serves as our CSI plan.

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School Merced consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council -October 2023, February 2024, and June 2024
- English Learner Advisory Committee -October 2023, February 2024, and June 2024
- Teaching Staff - through survey and staff meetings - continuous
- Other Staff - through survey and staff meetings - continuous
- Administration Team - through survey Leadership meetings, and Continuous Improvement sessions
- MTSS/WASC Lead Team Meetings - Monthly
- Parents - through multiple surveys - Fall 23 and Spring 2024 and ongoing
- Students - through surveys and ILP meetings with the counselor - continuous
- Community - through surveys, webpage postings, Board meetings - Fall 23 and Spring 2024 and ongoing

Comprehensive Support and Improvement Involvement

A stakeholder meeting with all teachers and staff was held earlier this year to discuss the status of our graduation rate at VCS Merced. We increased the graduation rate and were now above the state's required minimum percentage, but since a two-year average was used to calculate the 2020 Dashboard, our school continued to qualify for CSI for another year. At the stakeholder meeting we discussed ideas of how the school increased the graduation rate from the past year to this one and also requested recommendations of what we needed to keep doing in order to continue to increase the rate and what else we could add teachers and other staff recognized that they made a conscious effort to focus on 12th graders and encouraging them to earn their credits towards graduation. They also acknowledged that they understood when an identified student may qualify to graduate under lesser required units and how to process that request. The group stated that student incentives for motivation, supplemental materials to bridge the gap in learning loss, and tutors were still important supports to provide the students.

Students and parents/families were surveyed to provide feedback on how the school could continue to work on the short-term success for all students which is graduation and their long-term success beyond high school, especially as continue to operate within Distance Learning. Both groups voiced that student-desired incentives for motivation were important, as well as small group intervention and tutoring sessions.

Our Leadership team worked with MCOE Continuous Improvement Department, the Superintendent Series and DA Consortium in developing our needs assessment and in identifying resource inequities by reviewing our CA School Dashboard data and Spring surveys of staff, students, and parents/families. We also conducted a self-assessment and reviewed data conversation protocols.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Valley Community School Merced is an independent study model school. Students meet with teachers at least once a week for instruction, guidance, and work assignments. During Distance Learning, this meeting is taking place on a virtual platform. Teachers are located on three different school campuses to serve students in their local communities (Merced, Atwater, and Los Banos). The independent study school operates in conjunction with another daily Valley Community School campus.

Over the course of the year, independent study teachers have been meeting with administration to discuss resource inequities and needs of students. A meeting was held to specifically discuss the low graduation rate of independent study students to develop a list of ideas and recommendations for increasing the graduation rate. Teachers also met with students and assigned essay prompts for student input around recommendations for increasing graduation rate. Surveys for students and their families were also sent out in August to determine what students needed to be successful in their future goal of high school graduation.

During the comprehensive needs assessment process, the following resource inequities were identified:

Access to CTE courses – Students who want to participate in CTE courses, which are held on campus, must attend the course section two-five days a week. VCS Merced students attend independent study because they are not able to attend a daily program five days a week. Therefore, a modified CTE course schedule where students are not required to attend five days a week would be more accessible to VCS Merced students. Within the hybrid program, these classes can be taken virtually and as long as the class doesn't conflict with their weekly appointment time, the student can enroll in the class.

Access to tutoring assistance – Students located on the each campus currently have tutors a few days a week to support students. The feedback provided was that more tutors or increased hours were needed.

Access to transportation – Students sometimes miss their appointments with teachers because they do not have transportation.

Student Motivation – Students are often working alone with their assignments at home and do not have much time for socializing, interacting with other students, and being involved in extracurricular activities at school. Technology devices - we will continue to implement our 3 year device turnaround plan to keep devices refreshed and up to date for our students.

Staff Time - a number of our students graduate during our summer program and many of our other staff are off during the summer. The Leadership team realized that the summer graduates may not be captured in a timely manner as far as paperwork and system processing. We will work to develop a process to ensure that school counselor's top priority when returning is to review summer graduates and process paperwork and submit in a timely manner with the Records office who makes system updates to accurately capture the number of graduates in the summer program.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The Dashboard shows Merced Valley Community School is in the red for EL progress, Graduation Rate, Math and ELA and in the orange for Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Grad rate: EL, Hispanic and socioeconomically disadvantage

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Student, parent, and teacher surveys are administered and analyzed at least twice yearly.

The 2024 spring Parent Survey English/Spanish survey responses indicated the following percentages of parents/families who agree or strongly agree with the following statements:

91% feel safe on the school campus.

100% feel teachers and staff members truly care for students.

91% feel students are motivated to learn.

82% feel academic success is promoted for all students at school.

64% feel the school keeps parents/families well informed about school activities.

82% feel the school promptly replies to telephone calls, messages or emails.

82% feel the school offers high quality academic supports for students.

64% feel knowledgeable about the Common Core State Standards.

55% feel they participate in committees, training classes, special meetings or events they are are available.

The 2024 spring Student survey responses indicated the following percentages of students who agree or strongly agree with the following statements:

88% I feel safe on campus.

84% I look forward to participating in school.

92% believe that the teachers and staff members truly care for me.

92% I trust my ability to solve difficult problems.

88% I usually expect to have a good day at school.

68% When I feel upset, frustrated or angry, there is an adult on campus I can talk to.

56% I have at least one friend at school who I can talk to when I am having a difficult day.

88% I feel supported by school staff.

84% I believe that being prepared for high school, college and the world of work is important.

The 2024 spring Staff survey responses indicated the following percentages of staff who agree or strongly agree with the following statements:

100% I feel safe on campus.

100% believe teachers and staff members truly care for students.

100% feel students are motivated to learn.

100% feel academic success is promoted for all students.

100% feel the school keeps parents/families informed about school activities.

100% feel the school promptly replies to telephone calls, messages, or emails.

67% feel the school offers high quality academic supports for students.

100% feel they participate in trainings, classes, special meetings or events when they are available.

67% feel satisfied with the quality of professional development offered this school year.

33% are satisfied with the quality of communication from administration.

0% feel staff meetings are an effective use of time.

33% feel standing agenda items would be helpful for staff meetings.

The 2022-2023 spring Staff survey responses indicated the following percentages of staff who chose full implementation or full implementation with sustainability in the following topics by subject:

Rate the District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

ELA 100%

ELD 0%

Math 100%

Science 0%

History/SS 0%

Rate the progress of having instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ELA 0%
ELD 0%
Math 0%
Science 0%
History/SS 0%

Rate the progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

ELA 0%
ELD 0%
Math 0%
Science 0%
History/SS 0%

Rate the progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education (CTE) 100%
Health Education 0%
Physical Education 0%
Visual/Performing Arts 0%
World Languages 0%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Community School Merced. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.12%	0%	%	2	0	
African American	3.93%	4.74%	8.64%	7	11	7
Asian	0.56%	0.86%	%	1	2	
Filipino	%	0%	%	0	0	
Hispanic/Latino	76.40%	78.02%	81.48%	136	181	66
Pacific Islander	0.56%	0.43%	%	1	1	
White	15.17%	12.5%	7.41%	27	29	6
Multiple/No Response	2.25%	3.45%	2.47%	4	8	2
Total Enrollment				178	232	81

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6		2	1
Grade 7	2	1	
Grade 8	4	11	2
Grade 9	5	9	1
Grade 10	25	37	14
Grade 11	45	75	25
Grade 12	97	97	38
Total Enrollment	178	232	81

Conclusions based on this data:

1. The number of students enrolled in the school decreased significantly.
2. The majority of students enrolled are in the 12th grade as in years past.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	33	43	7	17.5%	18.5%	8.6%
Fluent English Proficient (FEP)	38	54	14	21.9%	21.3%	17.3%
Reclassified Fluent English Proficient (RFEP)				6.3%		

Conclusions based on this data:

1. The number of EL learners increased from 21/22 to 22/23 and decreased in 23/24.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*				
Grade 6	*	8	4	*	6	4	*	6	4		75.0	100.0
Grade 7	4	15	16	*	12	14	*	12	14		80.0	87.5
Grade 8	8	26	43	7	19	38	7	19	38	87.5	73.1	88.4
Grade 11	50	76	95	36	63	81	36	63	81	72.0	82.9	85.3
All Grades	63	126	158	47	101	137	47	101	137	74.6	80.2	86.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	2424.	2425.	*	0.00	0.00	*	0.00	7.14	*	25.00	14.29	*	75.00	78.57
Grade 8	*	2436.	2396.	*	0.00	0.00	*	5.26	2.63	*	21.05	10.53	*	73.68	86.84
Grade 11	2484.	2475.	2453.	0.00	1.59	0.00	16.67	19.05	6.17	27.78	20.63	23.46	55.56	58.73	70.37
All Grades	N/A	N/A	N/A	0.00	0.99	0.00	14.89	12.87	5.84	29.79	22.77	18.98	55.32	63.37	75.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	15.79	*	*	84.21
Grade 11	8.33	6.35	3.70	55.56	58.73	49.38	36.11	34.92	46.91
All Grades	6.38	3.96	2.19	57.45	55.45	37.23	36.17	40.59	60.58

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	21.05	*	*	78.95
Grade 11	2.78	3.17	0.00	30.56	33.33	27.16	66.67	63.49	72.84
All Grades	2.13	1.98	0.73	29.79	34.65	24.82	68.09	63.37	74.45

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	5.26	*	*	57.89	*	*	36.84
Grade 11	2.78	4.76	1.23	69.44	73.02	74.07	27.78	22.22	24.69
All Grades	2.13	3.96	2.92	72.34	68.32	68.61	25.53	27.72	28.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	42.11	*	*	57.89
Grade 11	2.78	6.35	0.00	63.89	63.49	64.20	33.33	30.16	35.80
All Grades	2.13	3.96	0.00	65.96	62.38	56.20	31.91	33.66	43.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall, 86.7% of students were tested in ELA in 22/23
2. 75.18% of students did not meet standards in 22/23.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*				
Grade 6	*	8	4	*	6	4	*	6	4		75.0	100.0
Grade 7	4	15	17	*	12	14	*	12	14		80.0	82.4
Grade 8	8	26	43	7	19	39	7	19	39	87.5	73.1	90.7
Grade 11	50	76	95	34	63	80	34	63	80	68.0	82.9	84.2
All Grades	63	126	159	44	101	137	44	101	137	69.8	80.2	86.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	2392.	2360.	*	0.00	0.00	*	0.00	0.00	*	8.33	7.14	*	91.67	92.86
Grade 8	*	2407.	2366.	*	0.00	0.00	*	0.00	0.00	*	10.53	7.69	*	89.47	92.31
Grade 11	2439.	2436.	2414.	0.00	0.00	0.00	0.00	1.59	0.00	11.76	11.11	6.25	88.24	87.30	93.75
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.27	0.99	0.00	11.36	10.89	7.30	86.36	88.12	92.70

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	7.69	*	*	92.31
Grade 11	0.00	0.00	0.00	17.65	14.29	10.00	82.35	85.71	90.00
All Grades	0.00	0.00	0.00	20.45	14.85	9.49	79.55	85.15	90.51

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	25.64	*	*	74.36
Grade 11	0.00	1.59	0.00	50.00	55.56	55.00	50.00	42.86	45.00
All Grades	0.00	0.99	0.00	50.00	51.49	44.53	50.00	47.52	55.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 5		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	25.64	*	*	74.36
Grade 11	0.00	1.59	0.00	61.76	58.73	38.75	38.24	39.68	61.25
All Grades	0.00	1.98	0.00	65.91	50.50	36.50	34.09	47.52	63.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 86.2% of Enrolled Students were Tested.
- 92.7 % did not meet standards.

3. 63.5 % were Below Standard in Communicating Reasoning Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*	0	6	9
9		*	*		*	*		*	*		9	*
10	*	*	1533.6	*	*	1529.8	*	*	1536.8	*	10	13
11	*	*	1532.4	*	*	1531.4	*	*	1532.9	6	6	17
12	*	1514.6	1527.8	*	1517.8	1523.5	*	1510.7	1531.4	8	12	13
All Grades										18	47	59

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	7.69	*	*	38.46	*	*	38.46	*	*	15.38	*	*	13
11	*	*	5.88	*	*	29.41	*	*	35.29	*	*	29.41	*	*	17
12	*	0.00	8.33	*	16.67	16.67	*	58.33	41.67	*	25.00	33.33	*	12	12
All Grades	5.56	2.13	5.17	22.22	23.40	27.59	55.56	53.19	43.10	16.67	21.28	24.14	18	47	58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	7.69	*	*	46.15	*	*	46.15	*	*	0.00	*	*	13
11	*	*	5.88	*	*	70.59	*	*	5.88	*	*	17.65	*	*	17
12	*	8.33	8.33	*	50.00	50.00	*	25.00	25.00	*	16.67	16.67	*	12	12
All Grades	16.67	12.77	8.62	33.33	51.06	51.72	38.89	25.53	29.31	11.11	10.64	10.34	18	47	58

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	0.00	*	*	23.08	*	*	38.46	*	*	38.46	*	*	13
11	*	*	0.00	*	*	17.65	*	*	35.29	*	*	47.06	*	*	17
12	*	0.00	0.00	*	0.00	16.67	*	25.00	25.00	*	75.00	58.33	*	12	12
All Grades	0.00	0.00	0.00	11.11	6.38	15.52	44.44	38.30	34.48	44.44	55.32	50.00	18	47	58

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	7.69	*	*	76.92	*	*	15.38	*	*	13
11	*	*	5.88	*	*	47.06	*	*	47.06	*	*	17
12	*	8.33	8.33	*	50.00	50.00	*	41.67	41.67	*	12	12
All Grades	0.00	4.26	8.62	77.78	70.21	62.07	22.22	25.53	29.31	18	47	58

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	53.85	*	*	46.15	*	*	0.00	*	*	13
11	*	*	58.82	*	*	29.41	*	*	11.76	*	*	17
12	*	58.33	75.00	*	25.00	8.33	*	16.67	16.67	*	12	12
All Grades	33.33	48.94	55.17	50.00	44.68	34.48	16.67	6.38	10.34	18	47	58

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
11	*	*	11.76	*	*	17.65	*	*	70.59	*	*	17
12	*	0.00	8.33	*	25.00	16.67	*	75.00	75.00	*	12	12
All Grades	0.00	0.00	6.90	50.00	27.66	25.86	50.00	72.34	67.24	18	47	58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	0.00	*	*	84.62	*	*	15.38	*	*	13
11	*	*	0.00	*	*	81.25	*	*	18.75	*	*	16
12	*	0.00	0.00	*	50.00	91.67	*	50.00	8.33	*	12	12
All Grades	0.00	0.00	1.75	77.78	65.96	84.21	22.22	34.04	14.04	18	47	57

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. More students score at a Level 1 than any other level.
2. English Learners achieve at higher levels in Listening and Speaking than any other domain.
3. The Speaking domain in an area that students best perform in.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
232	95.3	18.5	0.4
Total Number of Students enrolled in Valley Community School Merced.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	18.5
Foster Youth	1	0.4
Homeless	12	5.2
Socioeconomically Disadvantaged	221	95.3
Students with Disabilities	23	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.7
Asian	2	0.9
Hispanic	181	78
Two or More Races	8	3.4
Pacific Islander	1	0.4
White	29	12.5

Conclusions based on this data:

- 95.3% of students are socioeconomically disadvantaged and 18.5% are English Learners, 78% are Hispanic.

School and Student Performance Data

Overall Performance







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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> Red</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	
<div>English Learner Progress</div> <div> Red</div>		
<div>College/Career</div> <div>Very Low</div>		

Conclusions based on this data:

1. The CA School Dashboard data for Fall 2023 indicate that overall, our students score very low on all measures of academic performance.
2. The CA School Dashboard data for Fall 2023 indicated that the following indicators were in the red; EL, Math, ELA and graduation rate and blue for suspension rate

School and Student Performance Data

Academic Performance English Language Arts

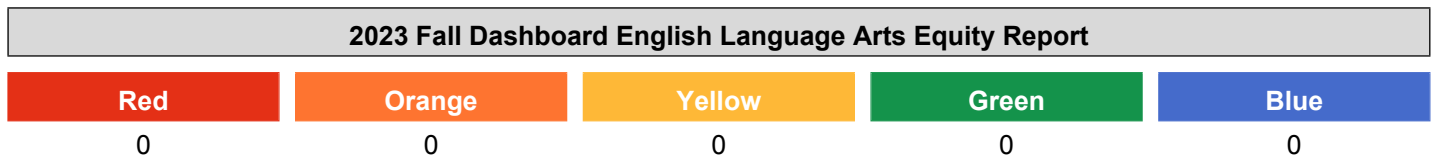
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>Red</p> <p>156.4 points below standard</p> <p>Decreased Significantly -21.5 points</p> <p>68 Students</p>	English Learners <p>169 points below standard</p> <p>15 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>0 Students</p>
Homeless <p>Less than 11 Students</p> <p>6 Students</p>	Socioeconomically Disadvantaged <p>158.1 points below standard</p> <p>Decreased -10.9 points</p> <p>64 Students</p>	Students with Disabilities <p>204.6 points below standard</p> <p>11 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
145.8 points below standard Maintained -0.5 points 60 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
174.6 points below standard 14 Students	Less than 11 Students 2 Students	189.4 points below standard Decreased Significantly -60 points 37 Students

Conclusions based on this data:

- The majority of students performed below standards. CA School Dashboard data indicates overall our students score very low on ELA state performance measures.

School and Student Performance Data

Academic Performance Mathematics

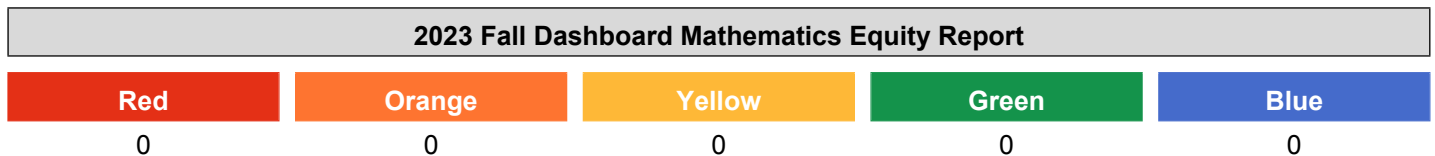
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 233.4 points below standard Decreased Significantly -24.1 points 68 Students	246.3 points below standard 13 Students	Less than 11 Students 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	234 points below standard Decreased Significantly -17.5 points 64 Students	283.1 points below standard 12 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
223.8 points below standard Maintained +2.4 points 58 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
261.7 points below standard 12 Students	Less than 11 Students 2 Students	259.5 points below standard Decreased Significantly -59 points 39 Students

Conclusions based on this data:

- All students performed below standards in mathematics. CA School Dashboard data indicates overall our students score very low on Math state performance measures.

School and Student Performance Data

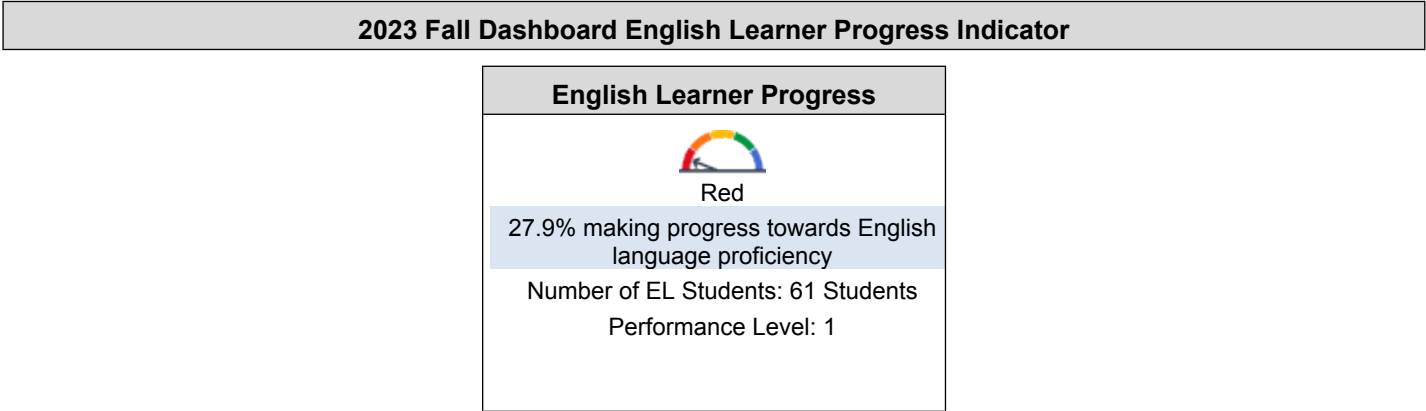
Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	21	0	17

Conclusions based on this data:

1. 17% progressed at least one level.
2. 18% decreased one level.

School and Student Performance Data

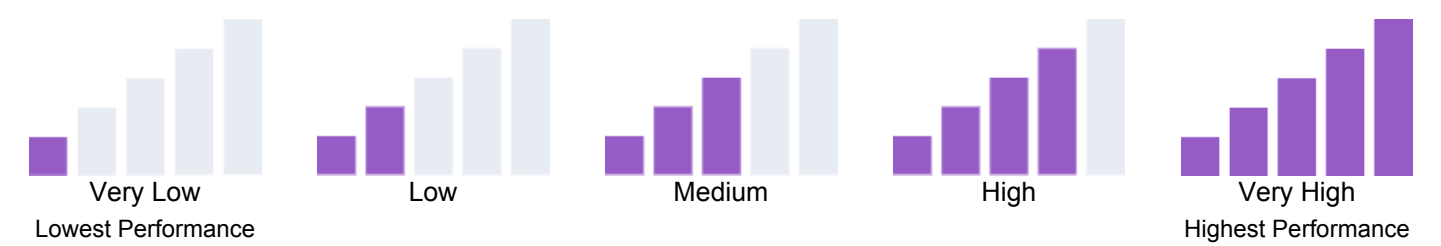
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

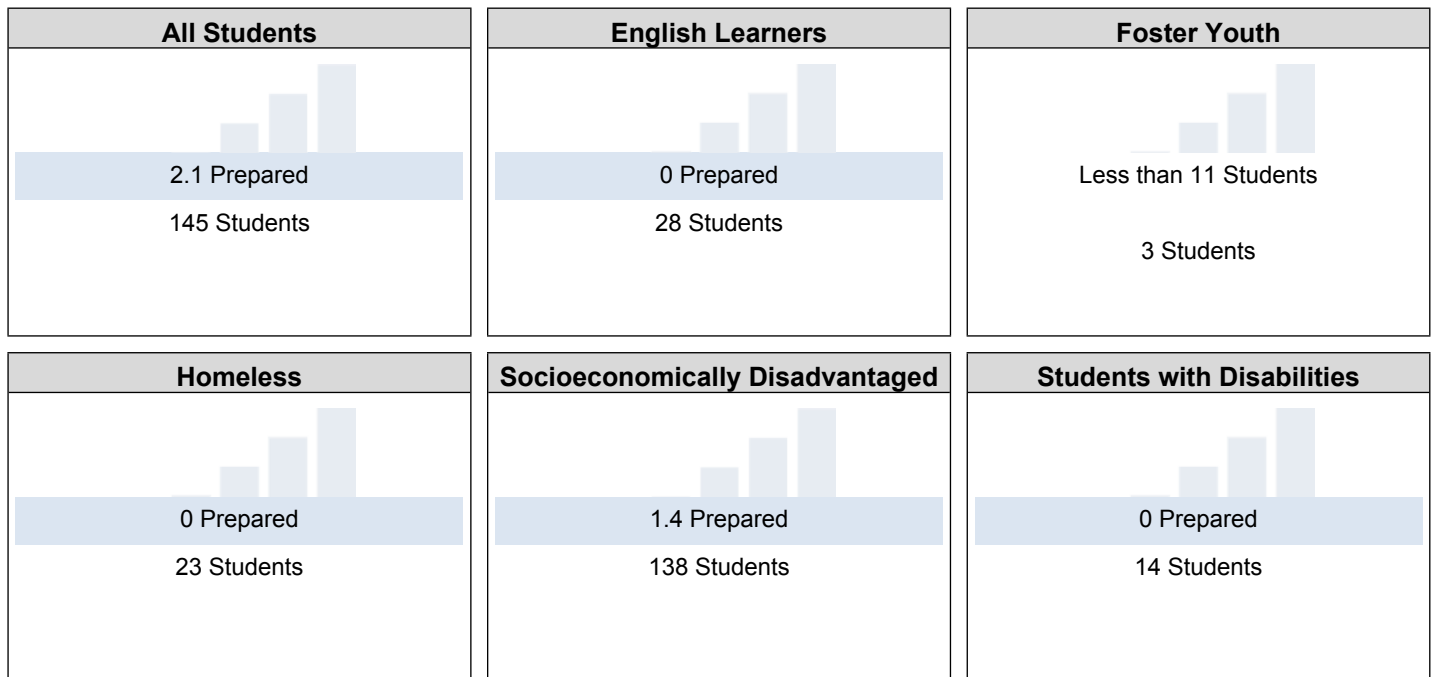


This section provides number of student groups in each level.

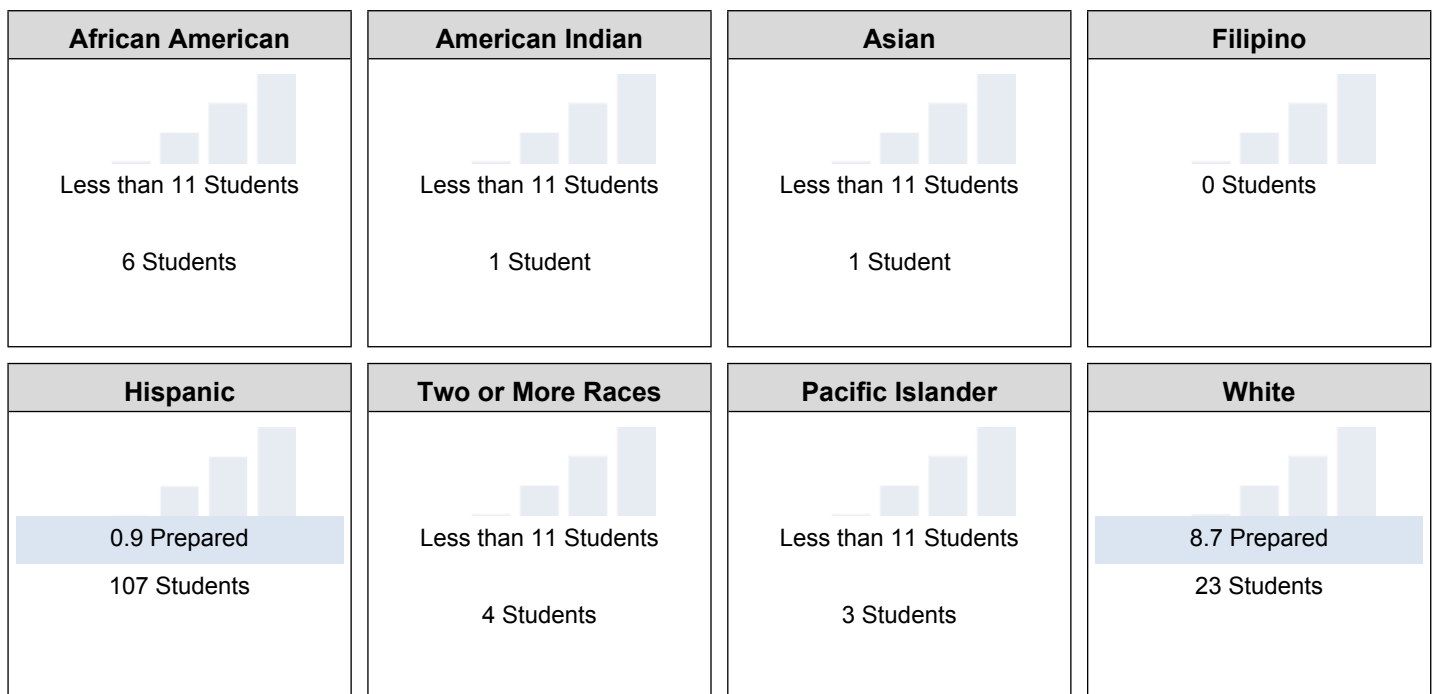
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
2	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. For All students, 2.1% were prepared status. We are working for at least 10% of our students to become Prepared by definition.
2. The Hispanic and SED groups have an even lower percentage of Prepared status.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Orange

51.5% Chronically Absent

Declined -9.4

66 Students

English Learners

47.4% Chronically Absent

Declined -23.2

19 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

Less than 11 Students

1 Student

Socioeconomically Disadvantaged



Orange

54.1% Chronically Absent

Declined -7.3

61 Students





Students with Disabilities

47.4% Chronically Absent

0

19 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students
Hispanic  Orange 53.1% Chronically Absent Declined -10.6 49 Students	Two or More Races Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 6 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students had the highest absenteeism rate.
2. Students with Disabilities along with EL both had a 47.4% absenteeism rate.
3. The Dashboard reports that Merced Valley Community School has rate of 51.5 Absenteeism rate.

School and Student Performance Data

Academic Engagement Graduation Rate

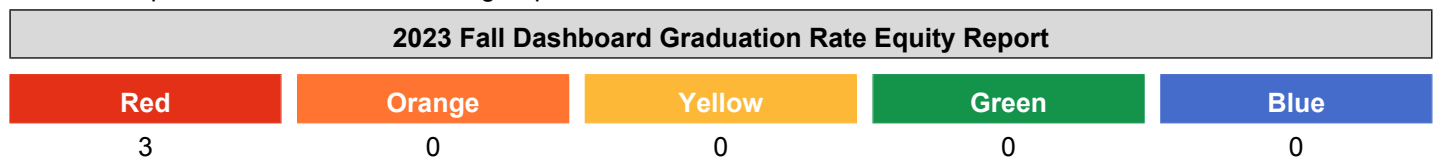
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 64.1% graduated Decreased -2.1 153 Students	English Learners  Red 58.1% graduated Maintained 0 31 Students	Foster Youth Less than 11 Students 4 Students
Homeless 42.3% graduated Decreased Significantly -12.2 26 Students	Socioeconomically Disadvantaged  Red 62.3% graduated Decreased -4.1 146 Students	Students with Disabilities 68.8% graduated Increased Significantly 13.2 16 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 60.4% graduated Decreased Significantly -7.6 111 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	80% graduated Increased Significantly 19.1 25 Students

Conclusions based on this data:

1. Students with Disabilities have a 68.8% grad rate and the homeless have a rate of 42.3%.
2. The overall graduation rate is 64.1%

School and Student Performance Data

Conditions & Climate Suspension Rate

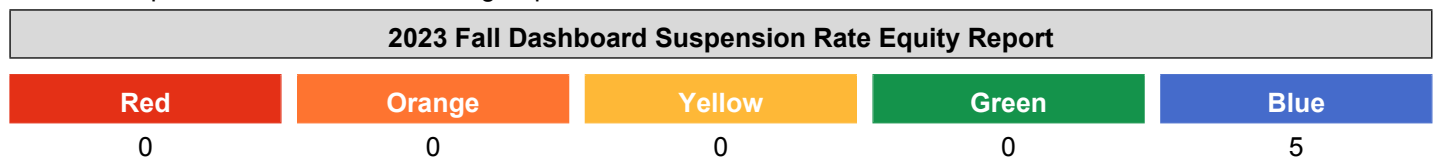
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Declined -1.2 515 Students	English Learners Blue 0% suspended at least one day Maintained 0 99 Students	Foster Youth 0% suspended at least one day 11 Students
Homeless 0% suspended at least one day 29 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined -1.3 486 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 72 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 0% suspended at least one day Declined -6.7 33 Students	American Indian Less than 11 Students 1 Student	Asian Less than 11 Students 2 Students	Filipino  No Performance Color 0 Students
Hispanic  Blue 0% suspended at least one day Declined -1.2 409 Students	Two or More Races 0% suspended at least one day Maintained 0 11 Students	Pacific Islander Less than 11 Students 3 Students	White  Blue 0% suspended at least one day Maintained 0 56 Students

Conclusions based on this data:

1. Suspension rate is 1.2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA

40% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.

LCAP Goal 4: 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2	2019/20 - 29% B1 to B2 growth 2020/21 - 9% B1 to B2 growth 2021/22: 10% B1 to B2 growth 2022/23 - 38.8% B1 to B2 growth 2023/24 - 38.1% B1 to B2 growth	40%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18-6.62% 2018/19- 4.60% 2020/21- No Scores Due to Wavier 2021/22: 17.15% Spring 2022: 13.86% 2022/23: 5.84%	15%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 80.22%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Beginning Development 2020/21: Average 2.00 - Beginning Development 2021/22: Average 2.98 - Initial Implementation 2022/23 Average 3.50 - Full Implementation 2023/24: Average 3.00 - Initial Implementation	Average 4.0
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.	All students	17724.70 Title I Part A 2000-2999: Classified Personnel Salaries 13326.24 Title I Part A 3000-3999: Employee Benefits 79425.36 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 20849.16 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades K through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	500 Title I Part A 4000-4999: Books And Supplies 97724.34 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided. This will include internal and external vendor contracts for tutoring.	All Students	30823.14 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Supplemental materials and supplies include instructional support for grades 7 through 12 and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math

25% of students will increase their Math score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B3.	2019/20 - 37% B1 to B2 growth 2020/21- 17% B1 to B2 growth 2021/22 - 25% B1 to B2 growth 2022/23 - 24% B1 to B2 growth 2023/24 - 16.6% B1 to B2 growth	25%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0.74% 2018/19 - 0% 2020/21 - No scores due to wavier. Spring 22 - 0.99% 2022/23: - 0%	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 100% 2021/22: 80.22%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.00 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: Average 3.50 - Full Implementation 2023/24: Average 3.00 - Initial Implementation	Average 4.0
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades K through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured and there is no anticipation of any significant changes. Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture

100% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and teachers on school safety and connectedness (Priority 6)	2016: 75% 2018/2019: 70.44% 2019/20: 78% Satisfactory 2020/21: 85% 2021/22: 90% 2022/23: 96.3% 2023/24: Students 88% Staff 100% Families 91%	100%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% Satisfactory 2018/19: 91.7% Satisfactory 2019/20: 87% Satisfactory 2020/21: 87.5% Satisfactory 2021/22: 90.0 % 2022/23: 100% 2023/24: 84%	100%
Attendance rate as measured by average attendance at P2 (Priority 5)	2019/20: 78% 2020/21: 49% 2021/22: 67% 2022/23: 69% 2023/24: 71%	85%

Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 63% 2017/18: 61.9% 2018/19: 51% 2020/21: 50% 2021/22: 50% 2022/23: 60.2%	45%
Suspension rate (Priority 6)	2016/17: 11.8% 2017/18: 10.6% 2018/19: 0% 2020/21: 0% 2021/22: 0 % 2022/23: 1.2%	0%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Exemplary 2018/19: Exemplary 2020/21: Exemplary 2021/22: Exemplary 2022/23: Exemplary 2023/24: Good	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 1 field trip 2017/18: 1 field trip 2018/19: 2 field trips 2019/20: 3 field trips 2020/21: 0 Field Trips 2021/22: 0 Field Trips 2022/23: 6 Field trips 2023/24: 7 Field Trips	6 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. To increase student motivation, student desired incentives will be provided. Admission to MCOE festivals and other sponsored activities will be provided.	Low income	574.06 Title I Part A 5000-5999: Services And Other Operating Expenditures
3.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, parent portal access, and family events. Provide school communications to parents, including parents of students with exceptional	All students	500 Title I Part A 5000-5999: Services And Other Operating Expenditures

	needs, in the home language. Resources and trainings for Parent Engagement. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and childcare services for parent meetings, including Individualized Education Program (IEP) meetings.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$32625
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$261,447.00
Total Federal Funds Provided to the School from the LEA for CSI	\$228,822

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$228,822.00
Title I Part A	\$32,625.00

Subtotal of additional federal funds included for this school: \$261,447.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$261,447.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	32,625	0.00
Comprehensive Support and Improvement (CSI)	228,822	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	228,822.00
Title I Part A	32,625.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	97,150.06
3000-3999: Employee Benefits	34,175.40
4000-4999: Books And Supplies	98,224.34
5000-5999: Services And Other Operating Expenditures	31,897.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	79,425.36
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	20,849.16
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	97,724.34
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	30,823.14
2000-2999: Classified Personnel Salaries	Title I Part A	17,724.70
3000-3999: Employee Benefits	Title I Part A	13,326.24
4000-4999: Books And Supplies	Title I Part A	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	1,074.06

Expenditures by Goal

Goal Number
Goal 1
Goal 3

Total Expenditures
260,372.94
1,074.06

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Robert Pierce	Principal
Monica Maldonado	Other School Staff
Mylean Castro	Secondary Student
Izabelle Silveira	Secondary Student
Belinda Aguilera	Parent or Community Member
Patricia Verdone	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



SSC Chairperson, Belinda Aguilera on 6/3/24

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/3/24.

Attested:



Principal, Robert Pierce on 6/3/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

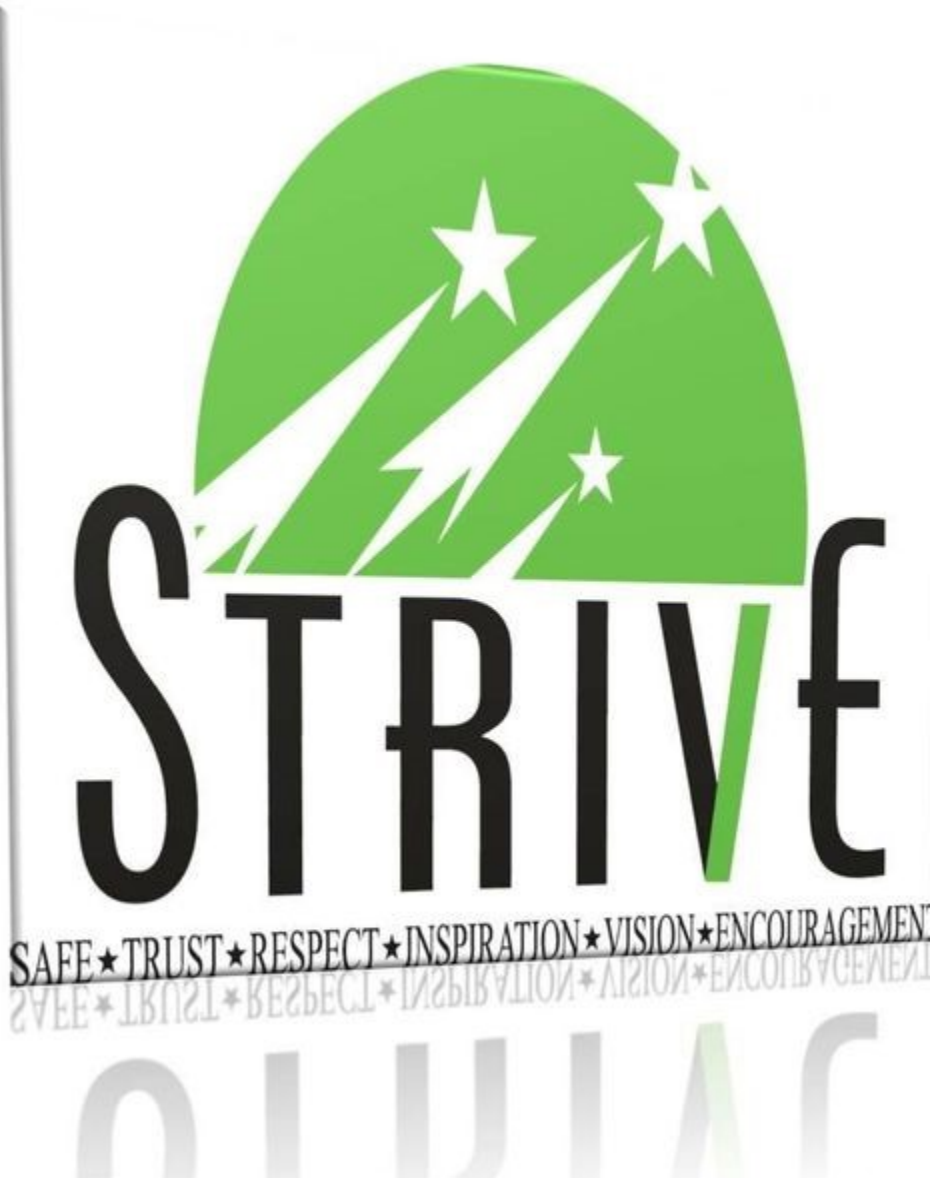
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merced County Juvenile Court School	24-10249-2430056	6/3/2024	June 17, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Merced County Juvenile Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Merced County Juvenile Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Merced County Juvenile Court School operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Merced County Juvenile Court School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- School Site Council - October 2023, January 2024, May 2024
- Teaching Staff - through survey and staff meetings - Fall 2023 and ongoing
- Other Staff - through survey and staff meetings - Fall 2023 and ongoing
- Administration Team - through survey Leadership meetings, and Continuous Improvement sessions, Superintendent Series Fall 2023 and Spring 2024
- Parents - through multiple surveys - Fall 2023 and ongoing
- Students - through surveys and ILP meetings with the counselor - Fall 2023 and ongoing
- Community - through surveys, webpage postings, Board meetings - Fall 2023 and ongoing
- MTSS/WASC Lead Team Meetings - Sept 2023, Jan, Feb, March, April, and May 2024

Comprehensive Support and Improvement Involvement

A stakeholder meeting with all teachers and staff was held earlier this year to discuss the status of suspension rate at Juvenile Hall Court School. The goal is to decrease the rate to below 10%. Our Leadership team worked with MCOE Continuous Improvement Department in May and June in developing our needs assessment and in identifying resource inequities by reviewing our CA School Dashboard data and Spring surveys of staff, students, and parents/families. We also conducted a self-assessment and reviewed data conversation protocols.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

During Title I meetings, ELAC, SSC, and staff meetings, CAASPP/Dashboard data was reviewed. Staff, parent, and community members expressed an interest in being more familiar with local and state test measures and school programs that will increase student achievement. Merced Juvenile Hall Court School is eligible for ATSI for the

Suspension rate. In 2023 Juvenile Hall students had red indicators in suspension. Students have support with instructional assistants for push-in and pull-out services. The administrative team is working collaboratively with staff to support the focus on different interventions to lower the suspension rate. The district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access and Targeted Intervention for small group differentiated instruction. Federal monies and grants are being used to provide professional development for staff focusing on academics, social emotional supports, and MTSS, PBIS and restorative practices.

Additional resource inequities identified in our program in connection with our school's needs assessment include:

Positive & Inviting School Culture: need to continue to strengthen PBIS and create a positive and welcoming school environment.

Empowering Rigorous Content: There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.

Student Supports & Intervention: MTSS provides significant student academic, social, and emotional support built into the instructional day.

Teaching Quality & Diversity: Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. During the 2023-2024 school year there was one vacant teaching positions in the court school and one instructional aide for two classes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In 2023 Juvenile Hall Hispanic and Socioeconomically Disadvantaged students had red indicators in suspension. To support incarcerated students in their classes, we will hire an additional Instructional Aide to support in their coursework and in assessments and provide 1:1 tutoring. Staff Training - To decrease the suspension rate, Admin will provide strategies to staff in classroom management, restorative practices, and alternatives to suspension. To decrease suspensions, we will send our administrative staff to annual training/conferences to learn alternatives to suspension.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In 2023 Juvenile Hall Hispanic and Socioeconomically Disadvantaged students had red indicators in suspension.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The 2023-2024 spring Student survey responses indicated the following percentages of student who agree or strongly agree with the following statements:

83% I feel safe on campus.

67% I look forward to coming to school.

67% I believe that the teachers and staff members truly care for me.

75% I trust my ability to solve difficult problems.

83% I usually expect to have a good day at school.

33% When I feel upset, frustrated or angry, there is an adult on campus I can talk to.

75% I have at least one friend at school who I can talk to when I am having a difficult day.

67% I feel supported by school staff.

92% I believe that being prepared for high school, college and the world of work is important.

The 2023-2024 spring Parent survey responses indicated that 100% percentage of parents all agree or strongly agree with the following statements:

The school creates a welcoming environment for all families in the community

The school provides families with information and resources to support student learning and development in the home.

I feel supported in understanding and exercising my legal rights and advocating for my child.
The school builds my capacity and supports my family to effectively engage in parent committees and decision making.
The school offers opportunities to provide input on policies and programs.
The school offers opportunities to plan family engagement activities.

Students could use more help in the following areas:

Math 64%

Reading 14%

Science 29%

Social Studies 36%

No data collected from certificated staff.

Classroom observations are conducted formally and informally throughout the year. Administrators conduct classroom observations regularly to support, help develop, and continue engaging, rigorous and safe classrooms that will develop students that will reach higher levels of achievement, thus becoming lifelong learners. Classroom observations serve several purposes: monitoring of standards based adopted programs, implementation of research based instructional support strategies, and to develop collaborative work in learning and refining craft. The data collected from observations is for continual improvement of practices, extracting trend data, and determining future professional developmental growth areas.

Merced County Juvenile Court School uses data from state and local assessments including CA Assessment of Student Performance and Progress (CAASSP), English Language Proficiency Assessment of California (ELPAC), STAR 360, curriculum-based classroom assessments, the Reading Inventory, and English Language Arts/Math Performance Tasks to place students to provide appropriate supports and interventions to ensure academic success of all students. This year we will utilize local data only, due to the state suspending the 2019-2020 SBAC and Summative ELPAC administration as a result of the COVID pandemic.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

A calendar of assessments is developed by the Leadership and grade levels teams which could include: curriculum-based measures, weekly and unit assessments, and formative assessments. The adopted core program provides common formative and summative assessments. The assessments are used to monitor student progress and modify instruction. Supplemental materials in both ELA and math are provided for student support in Tier II and III interventions. Data is systematically collected and analyzed by teachers and Leadership to ensure proper student placement and appropriate instructional delivery based on individual student need.

Merced County Juvenile Court School recognizes that parents are their child's first teachers and encourage parents to participate in the educational program of their children, especially to help promote the success of under-achieving students. Many opportunities exist for parents to participate in the educational and decision-making process at our school. Opportunities for parental involvement include: School Site Council, parent-teacher conference, seasonal events, and parent education classes. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums, as well as site-based LCAP activities are available. Often times the best times to engage with parents/families is during the weekend when they come to the facility to visit their child.

District-wide adopted core materials, APEX, were selected based on the State Board of Education Adoption recommendations. The curriculum is aligned to Common Core State Standards (CCSS) and includes credit recovery material to facilitate earning credits at an accelerated pace.

Instructional pacing guidelines help grade level teams in selecting standards for instruction.

Research supported instructional strategies are the foundation of teaching. Methods, such as direct instruction, Academic Discourse, and numerous other strategies, are applied during day-to-day practices by teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Merced County Juvenile Court School follows a master calendar, which adheres to the California Department of Education's instructional minute requirements for all subjects. During Distance Learning, our school is adhering to the minute requirements as provided by SB 98. These minutes consist of 240 minutes for grades 4-12.

Merced County Juvenile Court School follows the district recommended instructional pacing guide. The teachers use the units of instruction to align knowledge of standards to student needs. Identified students who require further support to access grade-level standards receive targeted interventions by their teacher or the instructional assistant. A flexible intervention schedule is built into the program time.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups at our school. All core standards-based materials contain digital and print options that allow for instructional differentiation to accommodate student achievement levels. Instructional modules are also used as supplemental materials in the core subjects..

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students access standards through direct instruction, other research based strategies and include the use of both digital and text standards-aligned resources. Intervention materials are available for students who require further support. In English Language Arts/English Language Development and Mathematics, the primary source of materials is within the district's adopted programs. English

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers engage in opportunities to refine their craft by participating in professional development in a variety of settings: conferences, MCOE Professional Development offerings, site-based professional development, and individual classroom coaching.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate their professional work that occurs during grade-level, faculty, or other designated meeting times. Articulation of student achievement information occurs weekly, as teachers and other staff monitor student progress data and make adjustments to meet student needs.

The regular program offers counseling and academic support to ensure at promise students meet standards. The school psychologist and counselor provide social-emotional support through group lessons, classroom lessons, family outreach, monitoring daily student self reports of emotional state, and providing teachers with lessons to support students' social-emotional well-being. The Instructional Assistant works with students in small groups to offer support in attaining necessary academic skills that are lacking.

Evidence-based educational practices to raise student achievement

Research-based educational practices promoted by the school and district include direct instruction, academic discourse, justification of answers, vocabulary development, completion of classroom based formative assessments, as well as integration of technology.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders have adequate opportunities to participate in the development of school-wide programs at Title I schools and categorical programs. This participation is in coordination with federal law (No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015), California Education Code, and the policies and regulations of the Merced County Office of Education. Parents elected to serve on the School Site Council advise the school administration and

approve the expenditures from the categorical program budgets. A School Site Council parent-member is also selected each year to represent the school site as a member of the District Advisory

Council (DAC). School representatives are included at the district level, meeting numerous times per year: The District's Consolidated Application is reviewed each spring by DAC and DELAC.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Merced County Juvenile Court School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	4.17%	23.08%	27.78%	1	6	5
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	79.17%	73.08%	72.22%	19	19	13
Pacific Islander	%	0%	%	0	0	
White	16.67%	3.85%	%	4	1	
Multiple/No Response	%	0%	%	0	0	
Total Enrollment				24	26	18

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8		1	1
Grade 9	1	2	3
Grade 10	5	6	2
Grade 11	8	8	7
Grade 12	10	6	5
Total Enrollment	24	23	18

Conclusions based on this data:

1. The total student enrollment low compared to previous years.
2. Grades 10 and 12 had the largest decrease in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	7	9	6	5.3%	29.2%	33.3%
Fluent English Proficient (FEP)	7	6	3	15.8%	29.2%	16.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Percentage of English Learners has increased to 33%.
2. No students were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			
Grade 8	*		*	*		*	*		*			
Grade 11	8	12	13	7	10	9	7	10	9	87.5	83.3	69.2
All Grades	10	12	16	8	10	11	8	10	11	80.0	83.3	68.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- | | |
|----|---------------------------------------------------------------|
| 1. | CAASP participation has decreased. |
| 2. | 23/24 Overall Achievement for All Students, 0% met standards. |

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			
Grade 8	*		*	*		*	*		*			
Grade 11	8	12	13	7	10	9	7	10	9	87.5	83.3	69.2
All Grades	10	12	17	8	10	11	8	10	11	80.0	83.3	64.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. CAASPP participation is at 64.7% for 22/23. Much is due to students being released prior to completing testing.
2. 23/24 Overall Achievement for All Students, 100% were below standards.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		5	*	
11		*	*		*	*		*	*		5	*
12	*		*	*		*	*		*	*		*
All Grades										8	7	7

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Data is suppressed because fewer than 11 students tested, so therefore no data.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
23	100	34.8	13
Total Number of Students enrolled in Merced County Juvenile Court School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	34.8
Foster Youth	3	13
Homeless		
Socioeconomically Disadvantaged	23	100
Students with Disabilities	4	17.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	21.7
Hispanic	17	73.9
White	1	4.3

Conclusions based on this data:

- 100% of the student population are Socioeconomically Disadvantaged and 35% are English Learners.
- Our student group with disabilities comprised 17.4% and Foster Youth comprised 13% of our student population.
- 73.9% of the students are two or more races.

School and Student Performance Data

Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level		Suspension Rate  Red

Conclusions based on this data:

1. The CA School Dashboard data for Fall 23 indicate that Juvenile Hall had the lowest performance with the suspension rate.
2. Not enough students to generate scores in the other areas.

School and Student Performance Data

Academic Performance English Language Arts

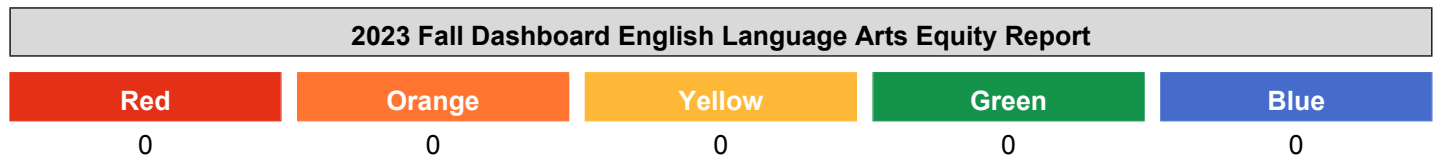
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>English Learners</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Foster Youth</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Students with Disabilities</div> <div>Less than 11 Students</div> <div>4 Students</div>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	0 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Not enough students to generate scores.

School and Student Performance Data

Academic Performance Mathematics

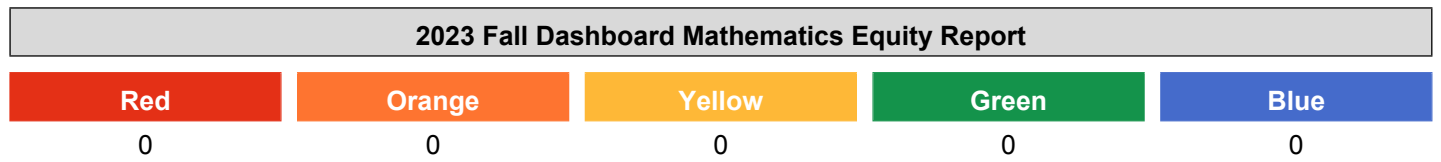
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>English Learners</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Foster Youth</div> <div>Less than 11 Students</div> <div>3 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Students with Disabilities</div> <div>Less than 11 Students</div> <div>4 Students</div>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	0 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator	
	English Learner Progress
	making progress towards English language proficiency Number of EL Students: 5 Students Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

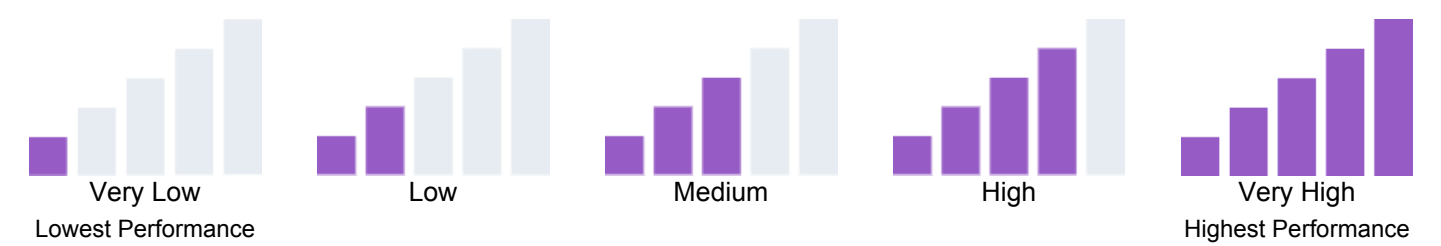
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

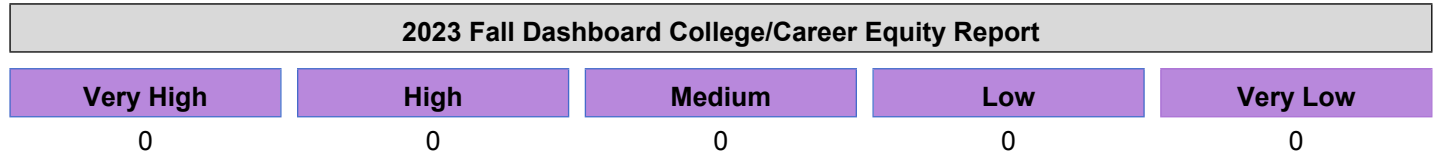
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

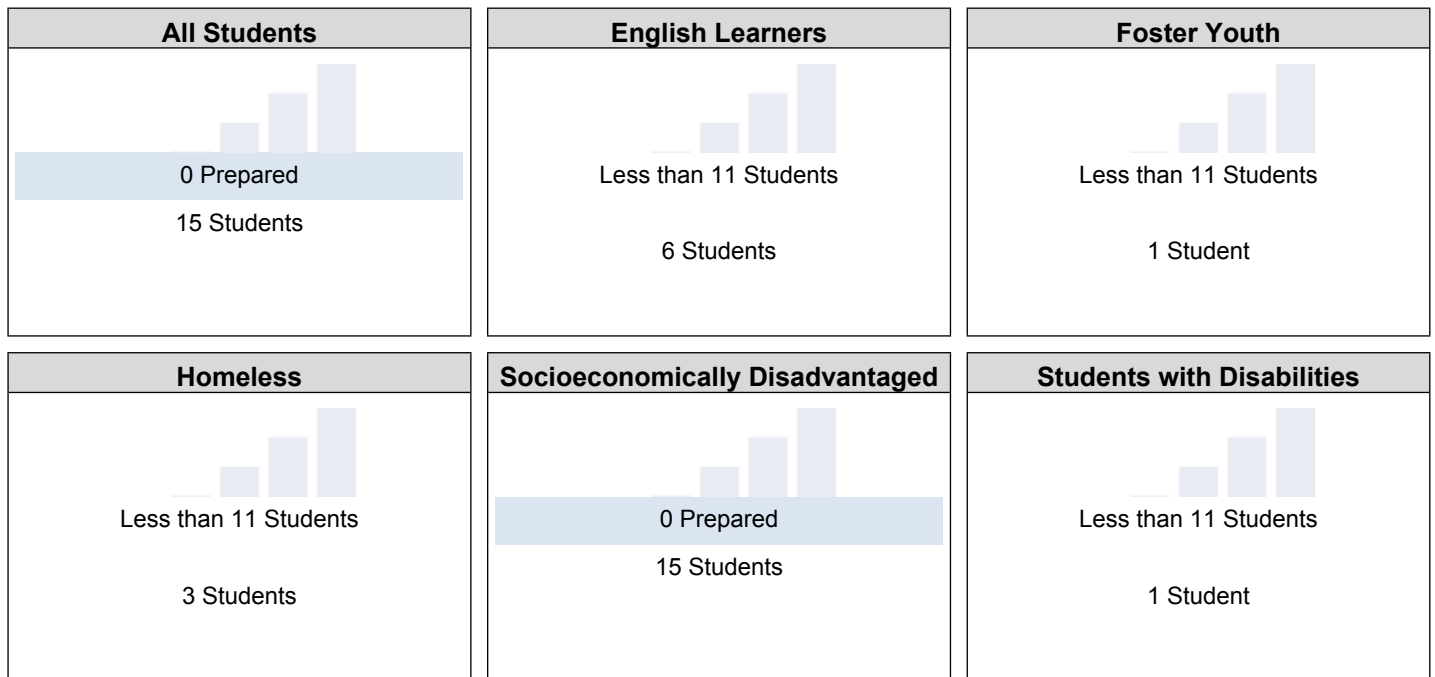


This section provides number of student groups in each level.

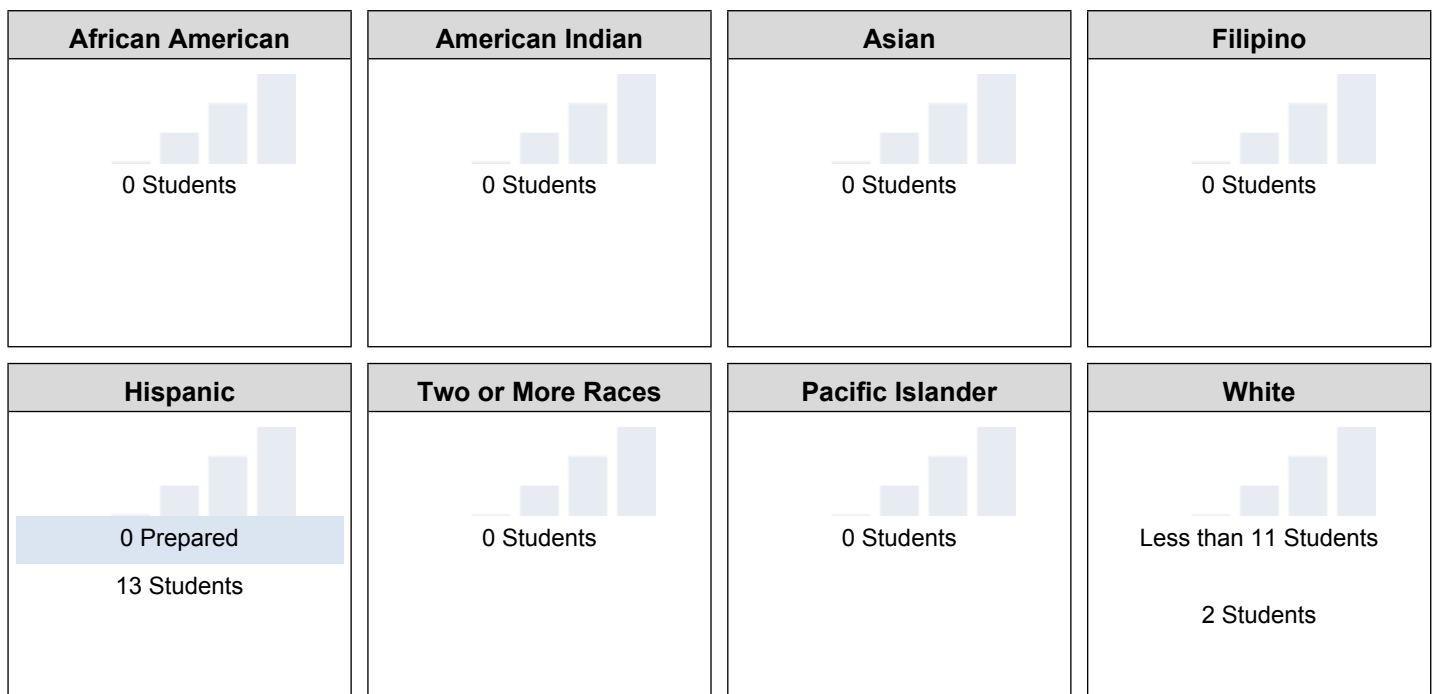


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Less than 11 Students

3 Students

English Learners

Less than 11 Students

1 Student

Foster Youth

Less than 11 Students

1 Student

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged

Less than 11 Students







3 Students

Students with Disabilities

Less than 11 Students

1 Student

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic Less than 11 Students 2 Students	Two or More Races Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement Graduation Rate

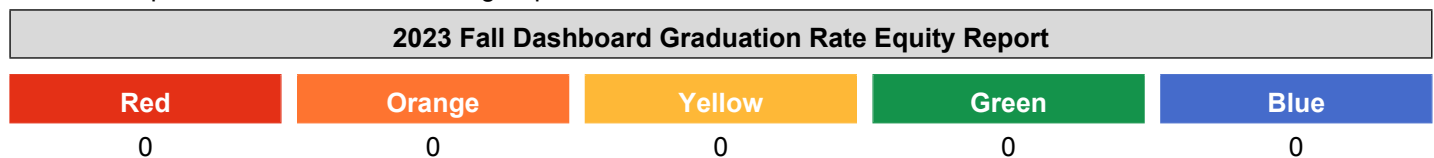
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students 46.7% graduated Decreased Significantly -8.9 15 Students	English Learners Less than 11 Students 6 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged 46.7% graduated Decreased Significantly -8.9 15 Students	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
38.5% graduated Decreased Significantly - 30.8 13 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Our school has a 46.7% graduation rate, all of whom are Socioeconomically Disadvantaged.

School and Student Performance Data

Conditions & Climate Suspension Rate

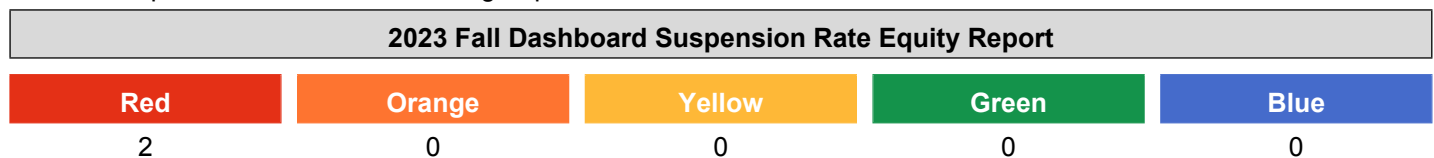
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 21.4% suspended at least one day Increased 15.7 145 Students	English Learners 27.3% suspended at least one day Increased 16.7 22 Students	Foster Youth 41.2% suspended at least one day 17 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Red 21.4% suspended at least one day Increased 15.7 145 Students	Students with Disabilities 33.3% suspended at least one day Increased 24.2 27 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>27.8% suspended at least one day</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Red</p> <p>21.6% suspended at least one day</p> <p>Increased 16.6</p> <p>102 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>20% suspended at least one day</p> <p>Increased 12.9</p> <p>20 Students</p>

Conclusions based on this data:

1. Our overall suspension rate is 21.4%.
2. Foster Youth have the highest suspension rate of 41.2%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA

20% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 16% B1 to B2 2020/21= 33% B1 to B2 2021/22 =10% 2022/2023 = 20% 2023/2024 = 0%	20%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18: 0% 2018/19: In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2019/20 No data due to state wavier. CAASPP 2020/21 17.5% 2021-22 - In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2022-23 - In order to protect student privacy, data is suppressed because 10 or fewer students tested	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2019/20: 100% 2020/21: 100% 2021/22: 100%	100%

	2022/23: 100%	
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.60 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: unavailable 2023/24: Average 2.00 - Beginning Development	Average 2.00

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	17801 Title I Part D 2000-2999: Classified Personnel Salaries 3953 Title I Part D 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	2500 Title I Part A 4000-4999: Books And Supplies
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	1000 Title I Part A 5000-5999: Services And Other Operating Expenditures
1.4	Provide individual counseling support to students and create a learning plan to stay on track to graduate with cohort.	All students .25 counselor	10739 Title I Part D 1000-1999: Certificated Personnel Salaries 2932 Title I Part D 3000-3999: Employee Benefits
1.5	Employ student workers to tutor students	All students	49640.85

			Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 14892.26 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
1.6	Technology devices rotation program	All students	28125.49 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.7	Tutoring contracts with internal and external providers	All students	5407.40 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency. Overall, actions and services were implemented to achieve the articulated goal in 2023-2024. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career-ready.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math

40% of students will increase their Math score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B3.	2019/20 - 33% B1 to B2 2020/21= 0% B1 to B2 2021/22 = 25% 2022/23 = 40% 2023/24 = 0%	40%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2017/18- 0% 2018/19 -In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2020/21- State Wavier 2021-22 - In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2022/23 - In order to protect student privacy, data is suppressed because 10 or fewer students tested.	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 100% 2021/22: 80.22%	100%
Sufficient core instructional materials as measured by annual board	100%	100%

resolution of "Sufficiency of Instructional Materials"(Priority 1)		
State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Beginning Development 2020/21: Average 3.00 - Initial Implementation 2021/22: Average 3.00 - Initial Implementation 2022/23: not available 2023/24: Average 2.00 - Beginning Development	Average 2.00

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1
2.4	Provide individual counseling support to students and create a learning plan to stay on track to graduate with cohort.	All students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency. Overall, actions and services were implemented to achieve the articulated goal in 2023-24. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career-ready.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured in the 2023-2024 school year and did not have any significant changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture

95% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and staff on school safety and connectedness (Priority 6)	2016/17: 75% 2018/19: 70.44% 2019/20: 78% Satisfactory 2020/21: 94.14% 2021/22: 95% 2022/23: 89.5% 2023/24: students 83% staff/parents 100%	95%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% Satisfactory 2018/19: 91.7% Satisfactory 2019/20: 87% Satisfactory 2020/21: 100% 2021/22: 86% 2022/23: no data collected 2023/24: 100%	100%
Attendance rate as measured by average attendance at P2 (Priority 5)	2016/17: 97.2% 2017/18: 91.7% 2018/19: 99.81% 2019/20: 75.42% District 2020/21: 100% 2021/22: 100% 2022/23: 99% 2023/24: 99%	100%

Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 4% 2017/18: 1.1% 2018/19: 0 2019/20: 0 2021/22: 0 2022/23: 1.8%	0%
Suspension rate (Priority 6)	2016/17: 12.3% 2017/18: 1.4% 2018/19: 0 2019/20: 13.7 2021/22: 5.7 2022/23: 21.4%	5%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Good 2018/19: Good 2019/20: Good 2021/22: Good 2022/23: Good 2023/24: Fair	Good

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. Admission to MCOE festivals and other sponsored activities will be provided. (Aligned to LCAP Goal 2, Action 1)	Low income	2281 Title I Part A 5000-5999: Services And Other Operating Expenditures
3.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)	All students	1549 Title I Part A 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Merced COE will employ highly qualified staff with appropriate assignments. Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. Admission to MCOE festivals and other sponsored activities will be provided.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance rates and chronic absenteeism will continue to be monitored by our sites.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$42,755
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,821.00
Total Federal Funds Provided to the School from the LEA for CSI	\$98,066

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$98,066.00
Title I Part A	\$7,330.00
Title I Part D	\$35,425.00

Subtotal of additional federal funds included for this school: \$140,821.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$140,821.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	7330	0.00
Title I Part D	35425	0.00
Comprehensive Support and Improvement (CSI)	98066	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	98,066.00
Title I Part A	7,330.00
Title I Part D	35,425.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,739.00
2000-2999: Classified Personnel Salaries	67,441.85
3000-3999: Employee Benefits	21,777.26
4000-4999: Books And Supplies	30,625.49
5000-5999: Services And Other Operating Expenditures	10,237.40

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	49,640.85
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	14,892.26
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	28,125.49
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	5,407.40
4000-4999: Books And Supplies	Title I Part A	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	4,830.00

1000-1999: Certificated Personnel Salaries	Title I Part D	10,739.00
2000-2999: Classified Personnel Salaries	Title I Part D	17,801.00
3000-3999: Employee Benefits	Title I Part D	6,885.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	136,991.00
Goal 3	3,830.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Robert Pierce	Principal
Luis Figueroa Chavez	Secondary Student
Anita Vargas	Parent or Community Member
Jonathon Wagnor	Classroom Teacher
Emilia Chavez	Parent or Community Member
Monica Maldonado	Other School Staff
Patricia Martinez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



SSC Chairperson, Emilia Chavez on 6/3/24

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/3/2024.

Attested:



Principal, Robert Pierce on 6/3/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

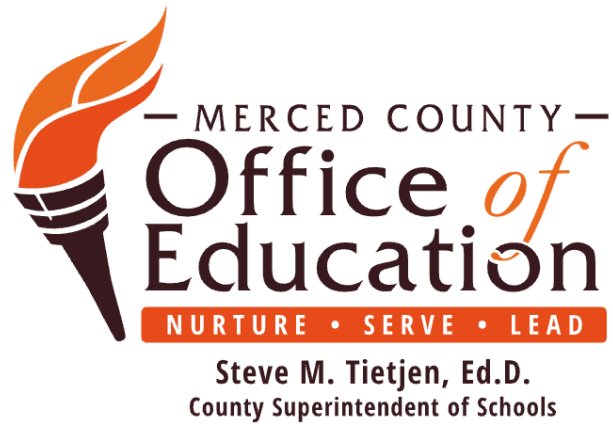
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



Merced County Office of Education

2024-2025

Annual Summary Report



**CALIFORNIA COUNTY
SUPERINTENDENTS**

Local Context

The Merced County Office of Education (MCOE), as an educational leader of the central valley and trusted community partner, provides innovative and high-quality programs which transform the social and academic achievement of students through collaborative partnerships, accountable leadership, and inspired personnel. MCOE provides services to twenty school districts with approximately one hundred seven schools. Of those twenty school districts, five are unified and serve TK-12 students, two are high school districts and thirteen are TK-8. The largest school district has a total enrollment of over eleven thousand and the smallest school district has an enrollment of fifty five. MCOE also serves special student populations through county operated community schools, special education programs and charters. There are slightly more than fifty nine thousand students that comprise the enrollment of Merced County schools, representing the diverse ethnicities and communities of Merced County. Nearly a quarter of the student population qualify as English Learners, nearly eighty percent of students are socio-economically disadvantaged, and slightly more than ten percent are students with disabilities.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC) 52066* and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
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<ol style="list-style-type: none"> 1. All districts attend technical assistance meetings. 2. LCAPs pre-approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget. 3. Survey district leaders to measure the level of effectiveness of support and information. 4. All LCAPs approved and available through the county webpage by September 15th. 	<ol style="list-style-type: none"> A. Hold technical assistance meetings with district leaders. B. Provide in-person and/or virtual technical assistance sessions for district leaders to attend and ask questions regarding LCAP components and requirements. C. Review LCAP drafts and provide feedback prior to adoption. D. Agendize LCAP items/updates for Curriculum Leadership Network (CLN), Categorical/English Learner Network, and Business Services Leader Meetings. E. Provide professional learning opportunities focused on State and Local Indicators and LCAP template components, i.e. Annual Update, etc. F. Provide timely information for schools and districts through the State & Federal Programs Monthly Update Newsletter. G. The County Office Review Team approves LCAPs in July and August, and works with district leaders to ensure that all LCAPs are approvable by the County Superintendent. H. LCAP Review Criteria <ol style="list-style-type: none"> a. The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 and follows any instructions or directions for completing the template that are adopted by the state board. b. The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district, based on the projections of the costs included in the plan. c. The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03 and Title 5, California Code of Regulations, Sections 15494-15497.
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	<p>d. The local control and accountability plan includes the required calculations to determine whether there is a carryover requirement pursuant to Education Code Sections 42238.07 and 52064 and, if applicable, includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement {Education Code Section 52070(d)(4)}. This carryover requirement is independent of and in addition to the requirement to increase or improve services for the ensuing fiscal year described above.</p>
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EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
LCAP is Approved	<ol style="list-style-type: none"> I. Provide in-person technical assistance sessions for district leaders to learn and ask questions regarding LCAP components and requirements. J. Provide district leaders with tools to identify change ideas that address root causes and achievement gaps, which in turn are memorialized as actions, services, and goals within an LCAP and in other planning documents. K. Provide customized support in the area(s) that the district has identified as a need.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of *EC Section 52071*.

Metric	Actions	Source of Funding
1. Attendance at Superintendent's Series Network and/or district level differentiated assistance meetings. 2. Continuous improvement evidence and artifacts. 3. District progress on the CA Dashboard and local measures. 4. Required actions in the LCAP connected to identified needs and differentiated assistance work.	A. Work with district leaders to review the current year Dashboard data to determine strengths and areas of growth with regard to the state priorities. B. Designated staff compile district Dashboard data to analyze and evaluate progress. C. Provide targeted professional development on CA Dashboard Analysis and other district identified needs. D. Work with district leaders to review and analyze local data/measures. E. Support districts through process mapping to refine and calibrate practices such as attendance monitoring and interventions. F. Work with district leaders to identify root causes, effective programs and policies and areas of growth using Improvement Science tools. G. Introduce the Continuous Improvement Cycle to districts to determine root causes. H. Work with district leaders to draft LCAP actions and services that align to root causes. I. Build the capacity of district DA/Improvement teams, so that they can monitor and evaluate their own system.	LCFF

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

After technical assistance work with the Merced County Office of Education, districts are engaging in next steps which include but are not limited to:

- Systems Mapping to monitor and develop a system of local measures for analyzing student outcomes prior to dashboard release.
- Increase instructional walkthroughs with a focus on specific student populations and their engagement in grade appropriate content and instruction.
- Collecting “street data” or more information from system users, such as students, teachers and parents, using empathy interviews, observations, and/or other data collection strategies.
- Selection and attending professional learning based on district need.

For COEs who have Local Educational Agencies who meet the eligibility criteria under Ed Code 52072(a) [“Direct Technical Assistance” (DTA) supports]

OPTIONAL: Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)*, describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative
Optional Prompt for COEs with districts who meet criteria [EC Section 52072 (f)]	Merced County does not have a district that meets this criteria.

EC Section 52072, https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
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1. Attendance at professional development offerings.	A. Continuous Improvement and Special Education Local Plan Area (SELPA) staff provide professional development that aligns with district LCAP plans
2. Contracted work that aligns to LCAP Goals.	B. SELPA Leads provide LCAP consultations with all districts.
3. Attendance at Curriculum Learning Network (CLN) Meetings, Superintendent's Series, CALPADS Network Meetings, Principal's Network & Special Education Advisory Council.	C. The Director of Leadership and Systems and SELPA staff will provide professional development related to behavioral and social-emotional outcomes (This was done through the SEL CoP and SELPA offerings.)
4. Implementation surveys for professional learning opportunities.	D. Educational Services and SELPA staff will collaborate to provide integrated professional development opportunities to address district needs.
5. Continuous improvement evidence and artifacts.	E. Provide bi-monthly opportunities for District Curriculum & Instruction Leaders to come together and provide opportunities for districts to share problems of practice, best practices, and receive feedback from others through a peer review/critical friends format.
6. Review of District Annual Updates.	F. Reserve time in the Curriculum Learning Network (CLN) meetings for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other.
7. District progress on the CA Dashboard.	G. The Director of District Support Services will provide coaches for site and district leadership as part of the 21CSLA grant.
	H. Provide professional development on/and spotlight continuous improvement strategies during bi-monthly CLN Meetings.
	I. Provide schools and districts with a systematic continuous improvement training series, i.e. Superintendent Series.
	J. Model and practice the use of Continuous Improvement resources and tools in CLN.
	K. Provide opportunities for district leaders to share Continuous Improvement Practices and Processes utilized in their districts at bi-monthly CLN.

Metric	Action
	<p>L. Assist districts in implementing and monitoring impact of actions identified in the LCAP through review of district Annual Updates.</p> <p>M. Review district progress on the CA Dashboard.</p>

EC Sections 52059.5–52077,

https://leginfo.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5

Collaboration

The Merced County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
Merced County Superintendent of Schools participates in quarterly CCS meetings.	Y	Y	Y	Y	Y
The Assistant Superintendent, Educational Services and Directors meet bi-monthly with Region 7 C&I leaders.	-	-	-	Y	Y
The Assistant Superintendent, Educational Services & Directors meet bi-monthly with C&I leaders across the state at Curricular and Improvement Support Committee (CISC) meetings.	Y	Y	Y	Y	Y

The Coordinator of State and Federal Programs attends State and Federal Program Meetings.	Y	Y	-	Y	Y
The LCAP review team attends the CISC LCAP training modules and calibration calls.	-	Y	Y	-	-
Educational Services Staff attends Mid State Collaborative and 21CSLA advisory and sub-committee meetings.	-	-	-	Y	Y
The Assistant Superintendent of Business Services attends BASC monthly and participates in the annual revision and approval of the LCAP Approval Manual,	Y	Y	Y	Y	Y

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

Goal Four: Supports for Special Education

*Not Applicable until the 2025-26** LCAP Cycle per EC Section 52064.*

Related Expenditures-COE

Funding sources included:	Differentiated Assistance
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2024-25 Goal	2024-2025 Estimated Costs
Goal 1	400,000.00
Goal 2	500,000.00
Goal 3	972,734.00
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	[N/A]
Total Estimated Cost	1,872,734.00



Melvin E. Levey
Registrar of Voters

2222 "M" Street
Merced, CA 95340
Main: (209) 385-7541
Fax: (209) 385-7387
Toll-free: (800) 561-0619

www.mercedelections.org

May 8, 2024

Steve Tietjen
632 W 13th St
Merced, CA 95341

Dear District Official:

This is a reminder that a portion of your district's governing board will be up for election at the **November 5, 2024 Presidential General Election**.

On or before **July 3, 2024**, the 125th day prior to the election, the district must file a Notice of Election with the Registrar of Voters specifying the offices to be filled at the upcoming election. A current district boundary map, signed by an official of the district, is also required and must be returned on or before **July 3, 2024**. [EC§10522](#)

Included with this letter:

- Incumbent List for your district, according to our records
- Notice of Election form
- Resolution example
- Measure Guide
- Certification map with our office's most recent record of your district's boundary

Items you must return by **July 3, 2024**:

- Incumbent List with any corrections or changes
- Completed Notice of Election form
- District resolution that includes:
 - A call for the election,
 - Consolidation with the November General election
 - Candidate Statement Cost Responsibility (candidate or district)
 - Authorization given to the Elections department to conduct the election and canvass the returns
 - Reimbursement to county for election costs
 - Tie breaking method
- Current District Boundary Map (including division boundaries, if any), signed by an official of the district

Candidate filing forms must be completed by the candidate at the Merced County Registrar of Voters Central Count Facility, 250 E. 15th Street, Merced, CA 95341 during the filing period. **CANDIDATE FILING WILL BE BY APPOINTMENT ONLY.**

Office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

- Filing Period: Monday, **July 15, 2024** through Friday, **August 9, 2024** at 5:00 p.m.
- Extended Filing Period: Saturday, **August 10, 2024** through Wednesday, **August 14, 2024** at 5:00 p.m.
If an eligible incumbent does not file for his/her office by **August 9th** the nomination period for that office will be extended for anyone other than the incumbent. If an office is vacant, there will not be an extension.

A Notice of Election for each school or special district election will be published by the Registrar of Voters between 120 and 90 days prior to the election. The cost for the publication, as well as filing period preparation costs and election costs will be billed to the district. The district must pay upon receipt of the bill from the Registrar of Voters. [EC§10002](#)

If you have any questions or need assistance, please call the office at (209) 385-7541.

Melvin E. Levey
Registrar of Voters

**Notice of Election
November 5, 2024 Presidential General Election**

County Board of Education

The **Presidential General Election** will be held on Tuesday, **November 5, 2024**. The candidate nomination period opens Monday, **July 15, 2024** and runs through Friday, **August 9, 2024** at 5:00 p.m. If an eligible incumbent does not file for his/her office, the nomination period for that office will be extended to Wednesday, **August 14, 2024** at 5:00 p.m. for anyone other than the incumbent. If an office is vacant, there will not be an extension.

Please indicate the district's current officeholders whose terms will expire at the end of **2024** year, and any mid-term appointments that must stand for election to a 2-year term. Return this completed form, updated Incumbent List, District Resolution regarding Candidate Statement charges, and Certified District Map to the Registrar of Voters before **July 3, 2024**.

INCUMBENT NAME (Full Name)	LENGTH OF TERM (2 years or 4 years)	OFFICE NAME	DIVISION / AREA # (If applicable)
Frank A. Fagundes	4 years	Trustee	Trustee Area # 3
Fred T. Honoré	4 years	Trustee	Trustee Area # 4

Candidate's qualifications:

☒ registered voter of district

☐ other: _____
Explain

Candidates must:

☐ qualify at large

☒ qualify by Division/Trustee Area

Candidates are:

☐ elected at large

☒ elected by Division/Trustee Area

Candidate's statements are:

☒ paid for by Candidate

☐ paid for by District

Enclose District Resolution making
Candidate Statement determination.

Measures:

☐ The jurisdiction will have a measure or measures on the ballot. **(Please attach a sheet with the proposed wording.)**

District Boundaries:

The certification map included in this packet is our office's most recent record of your district's boundary. It must be signed and returned with the rest of your Notice of Election materials.

☒ No changes were made to our district boundaries since submitting a certified map in 2023.

☐ There were changes to our district boundaries since submitting a certified map in 2023.

☐ An updated certified district boundary map is enclosed with this form.

Dated: _____

Signature of Person Completing Form

Print Name and Title of Person Completing Form

Mailing Address

()

Telephone

E-mail Address

Incumbent List by District

District Range: ED001 to ED001

Incumbent	Regular & Alt Phone Numbers	Term of Office	Begin & End Term Dates
ED001 - 1 County Board of Education Area 1			
920 BOARD OF EDUCATION AREA 1			
920 - 0 Dennis Le Roy Hanks Governing Board Member, Area 1 Res Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341 Mail Addr: (209)381-6600		4	12/09/2022 - 12/11/2026
Incumbent - Elect..... No Residence County..... Yes Appointed/Elected..... Appointed In Lieu Party..... Incumbent Vacated..... No trusteearea1@mcoe.org			
Remarks: Appointed in lieu of election GG22 v101			
ED001 - 2 County Board of Education Area 2			
930 BOARD OF EDUCATION AREA 2			
930 - 0 Timothy F Razzari Governing Board Member, Area 2 Res Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341 Mail Addr: (209)381-6600		4	12/09/2022 - 12/11/2026
Incumbent - Elect..... No Residence County..... Yes Appointed/Elected..... Elected Party..... Incumbent Vacated..... No trusteearea2@mcoe.org			
Remarks: Elected GG22			
ED001 - 3 County Board of Education Area 3			
940 BOARD OF EDUCATION AREA 3			
940 - 0 Frank A Fagundes Governing Board Member, Area 3 Res Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95340 Mail Addr: (209)381-6600		4	12/11/2020 - 12/13/2024
Incumbent - Elect..... No Residence County..... Yes Appointed/Elected..... Appointed In Lieu Party..... Incumbent Vacated..... No trusteearea3@mcoe.org			
Remarks: MCOE appointed Frank Fagundes as Provisional Appointment until next 2020 election after Mollart's death in 2019. Appointed in lieu to full term PG2020			
ED001 - 4 County Board of Education Area 4			
950 BOARD OF EDUCATION AREA 4			
950 - 0 Fred T Honore Governing Board Member, Area 4 Res Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341 Mail Addr: (209)381-6600		4	12/11/2020 - 12/13/2024
Incumbent - Elect..... No Residence County..... Yes Appointed/Elected..... Appointed In Lieu Party..... Incumbent Vacated..... No trusteearea4@mcoe.org			
Remarks:			
ED001 - 5 County Board of Education Area 5			
960 BOARD OF EDUCATION AREA 5			
960 - 0 Geneva Marie Brett Governing Board Member, Area 5 Res Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341 Mail Addr: (209)381-6600		4	12/09/2022 - 12/11/2026
Incumbent - Elect..... No Residence County..... Yes Appointed/Elected..... Appointed In Lieu Party..... Incumbent Vacated..... No trusteearea5@mcoe.org			

Board Agenda Packet 5-17-2024

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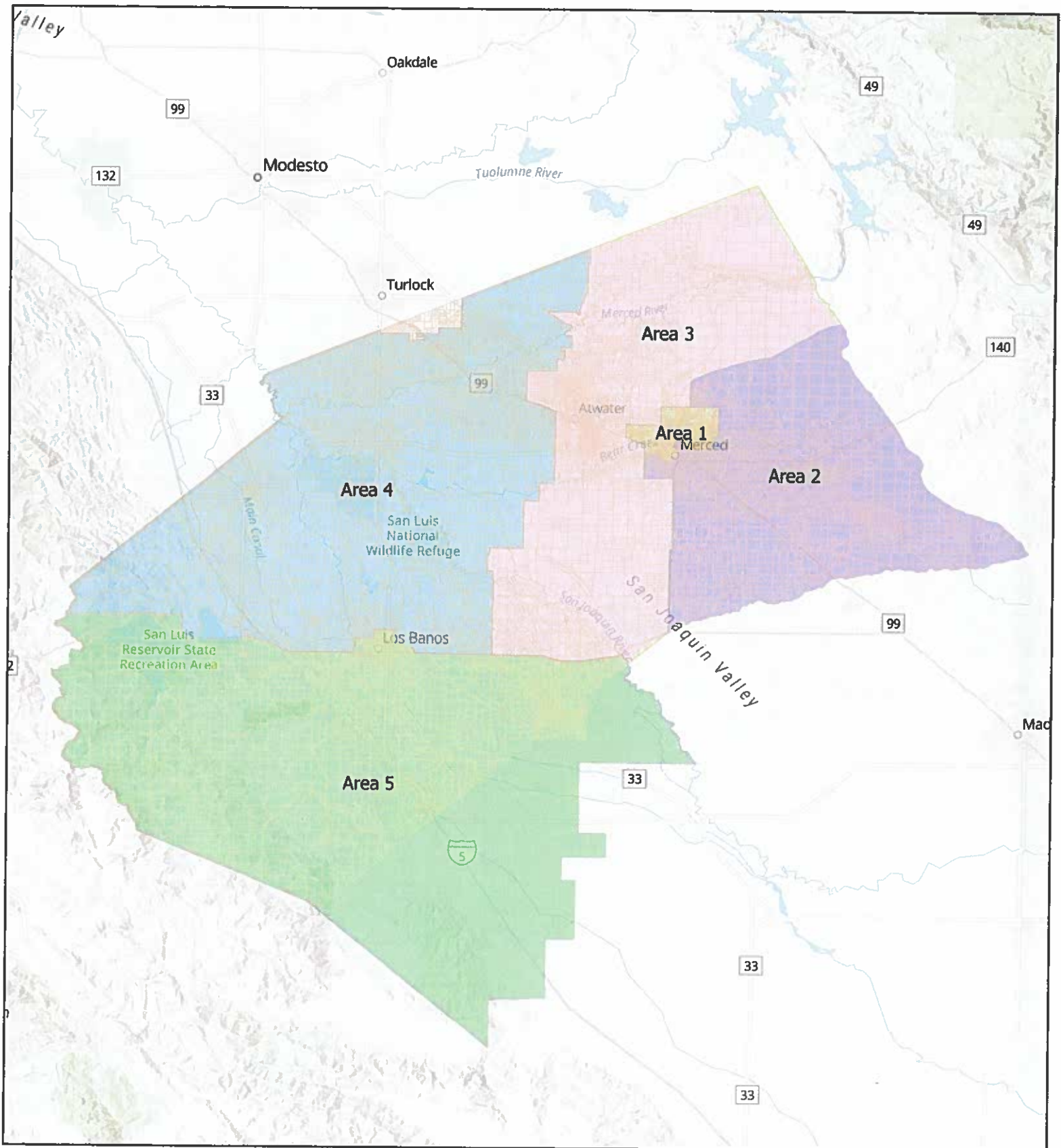
Incumbent	Regular & Alt Phone Numbers	Term of Office	Begin & End Term Dates
ED001 - 5 County Board of Education Area 5			
960 BOARD OF EDUCATION AREA 5			
<i>Remarks:</i> Appointed in lieu of election GG22 v101			

Total Incumbents: 5

0 8.75 17.5 Miles

MERCED COUNTY REGISTRAR OF VOTERS

May 2024



Merced County Board of Education 2024 District Map Certification

CERTIFICATION

On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district and

Signature

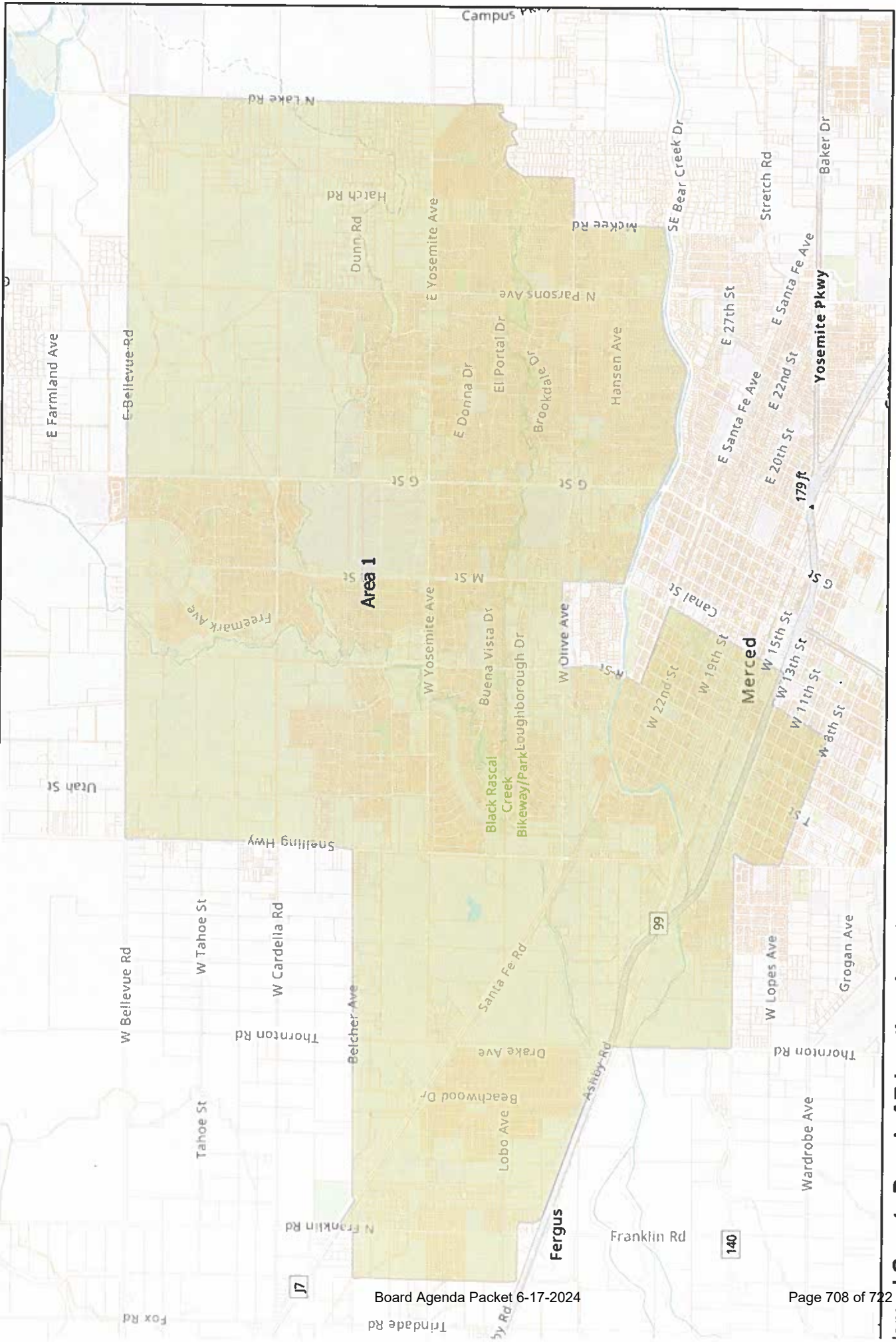
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Date

0.00 0.75 1.50 Miles

MERCED COUNTY REGISTRAR OF VOTERS

May 2024



Merced County Board of Education, Area 1 2024 District Map Certification

CERTIFICATION

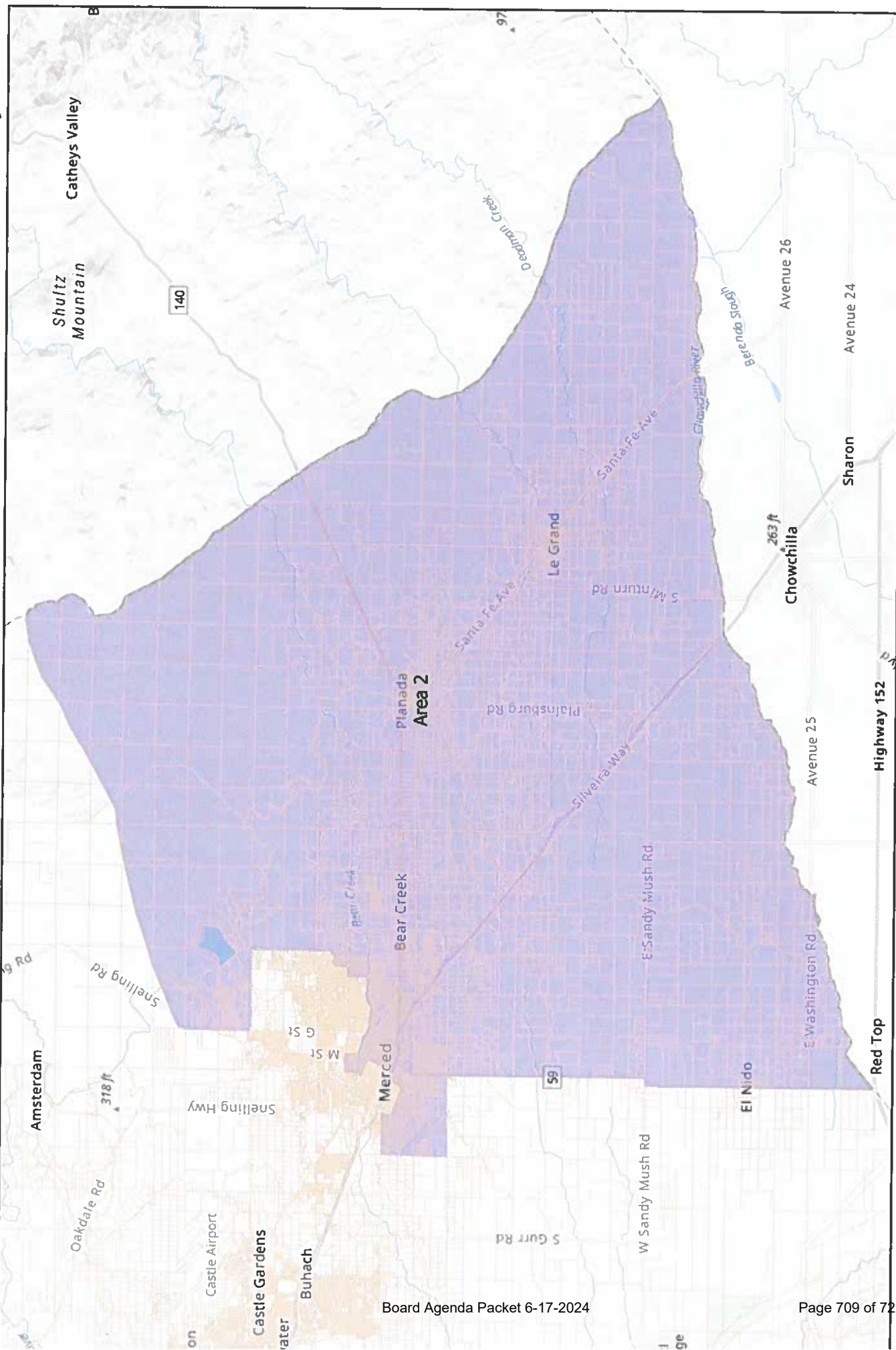
On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district and approve them for use in future elections.

Signature

Date

Print name

Title



Merced County Board of Education, Area 2
2024 District Map Certification

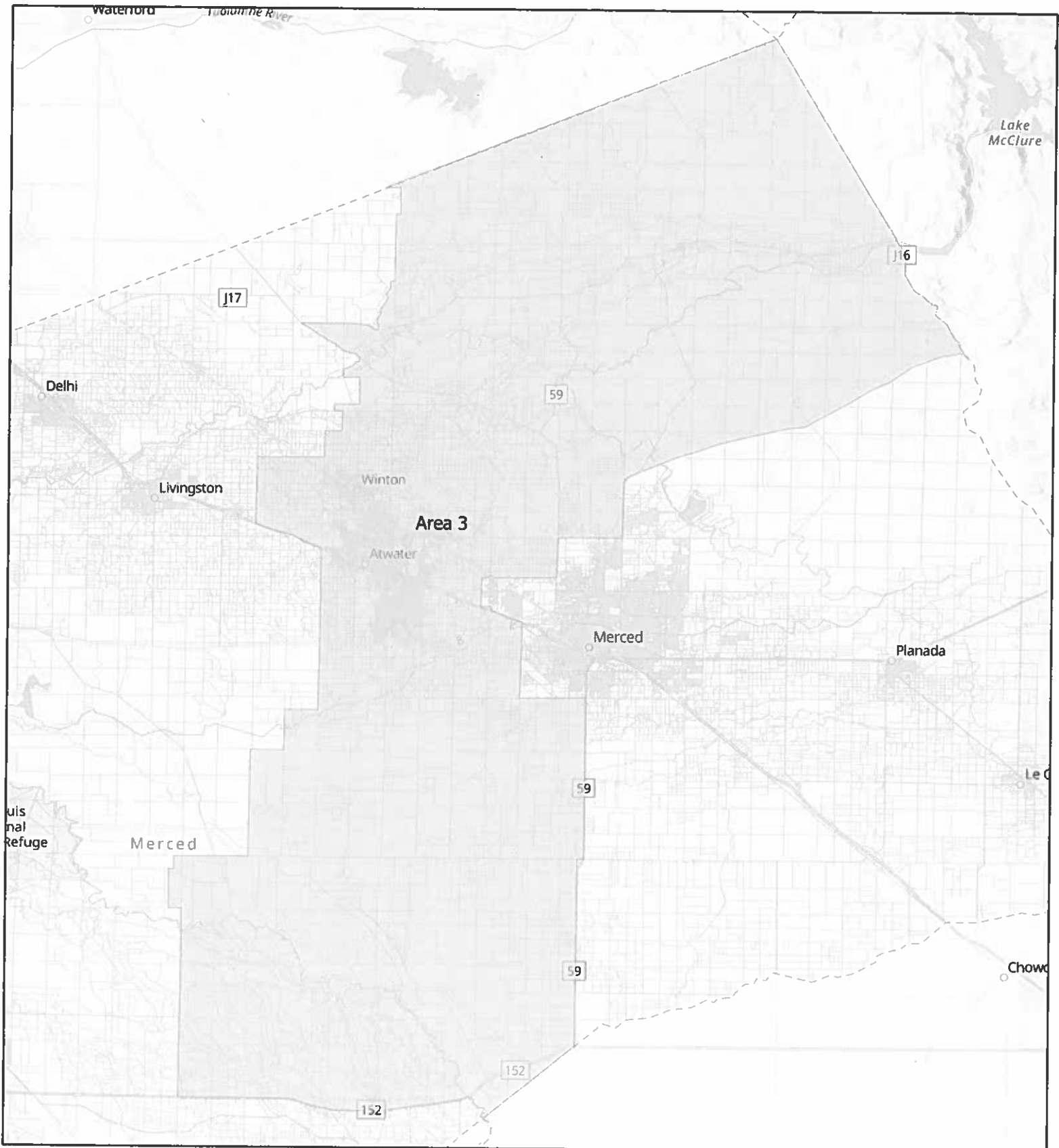
CERTIFICATION
On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district and approve them for use in future elections.

Signature	Date
Print name	Title

0 3.9 7.8 Miles

MERCED COUNTY REGISTRAR OF VOTERS

May 2024



Merced County Board of Education, Area 3 2024 District Map Certification

CERTIFICATION

On behalf of the district, I hereby certify that I have
reviewed the map boundaries for this district and

Signature

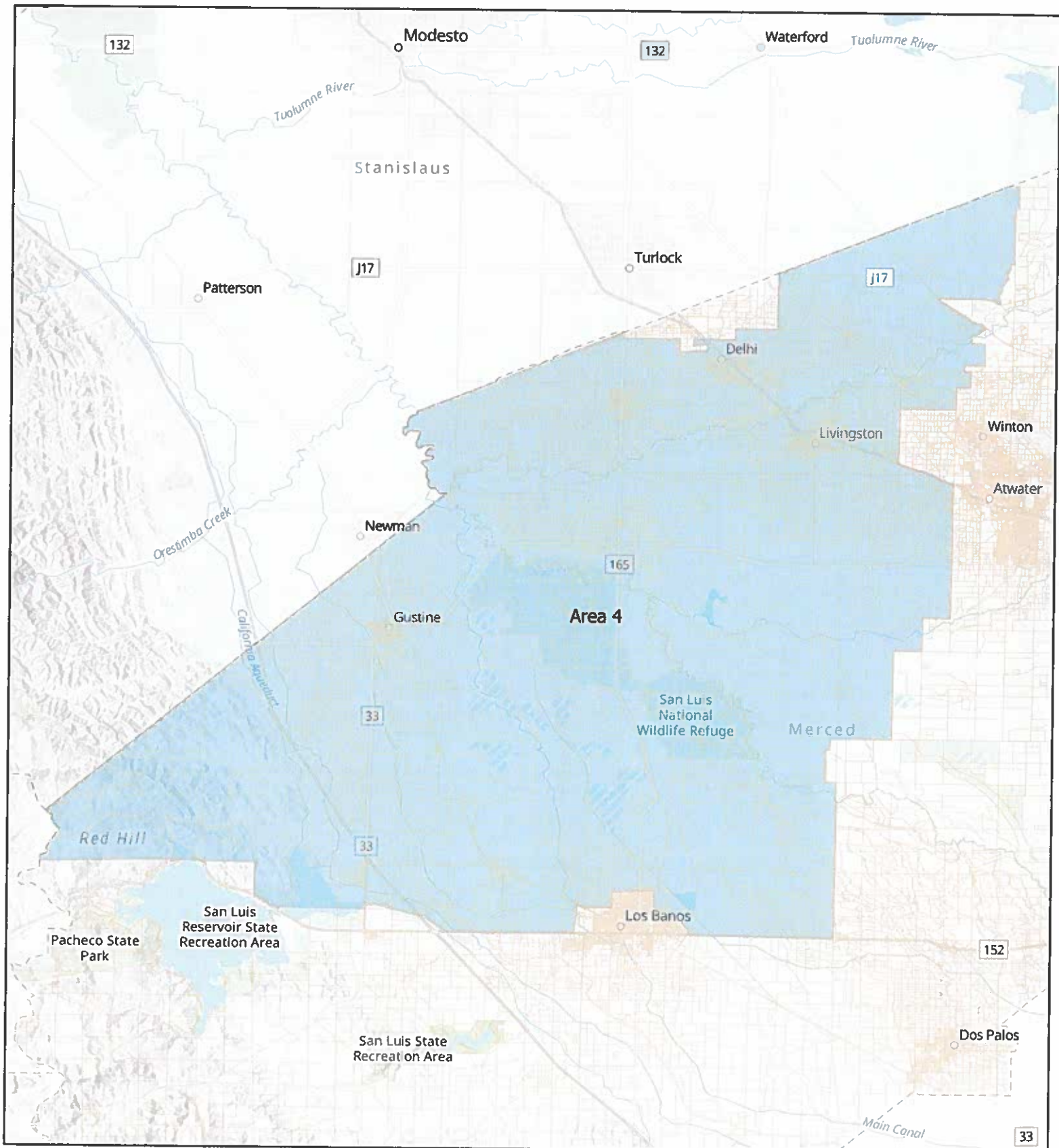
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Date

0 4.72 9.45 Miles

MERCED COUNTY REGISTRAR OF VOTERS

May 2024



Merced County Board of Education, Area 4 2024 District Map Certification

CERTIFICATION

On behalf of the district, I hereby certify that I have
reviewed the map boundaries for this district and

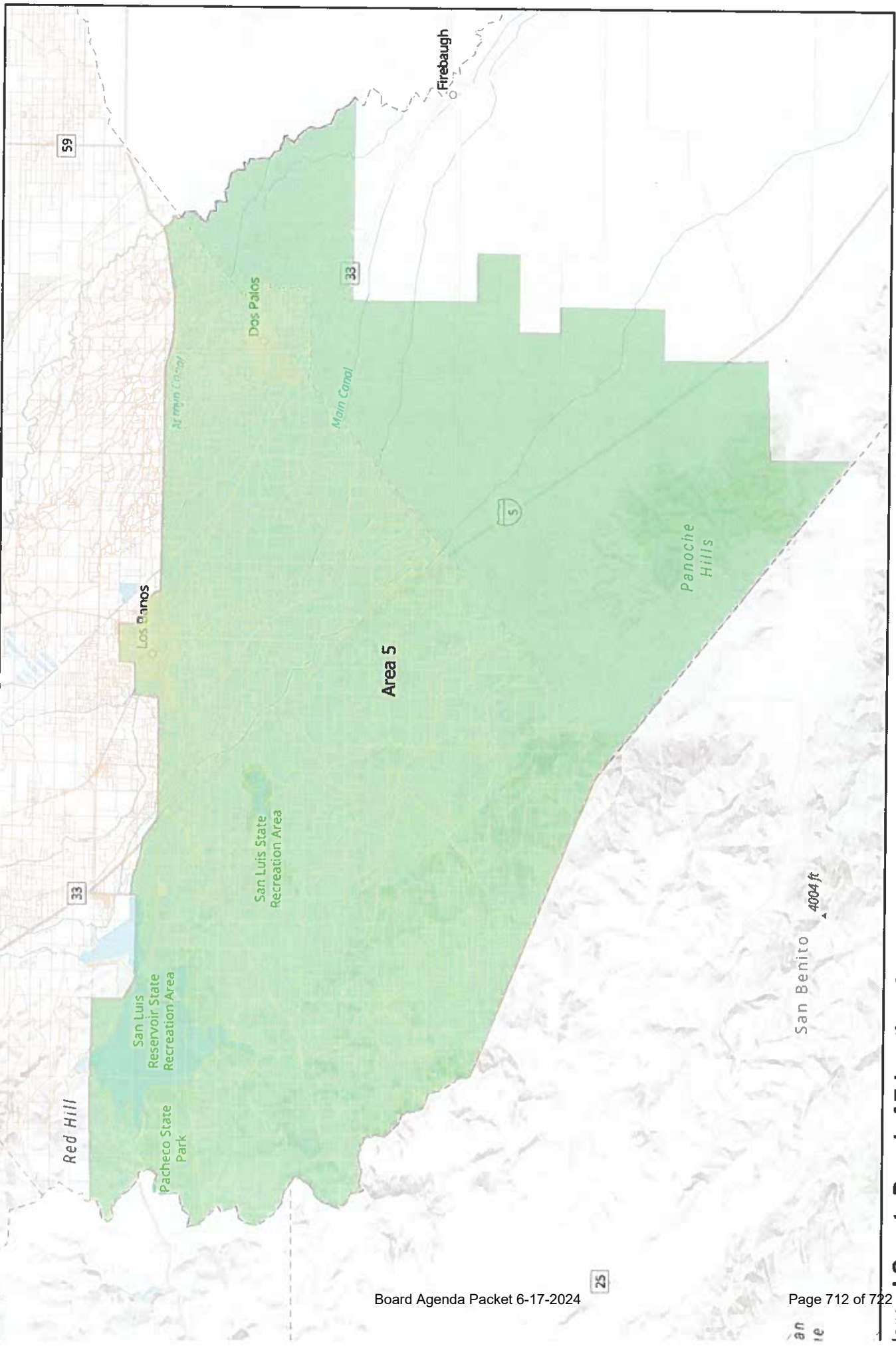
Signature

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Date

MERCED COUNTY REGISTRAR OF VOTERS

May 2024



Merced County Board of Education, Area 5 2024 District Map Certification

CERTIFICATION

On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district and approve them for use in future elections.

Signature

Date

Print name

Title

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-23

**MERCED COUNTY OFFICE OF EDUCATION CALLING
A GOVERNING BOARD MEMBER ELECTION AND
SPECIFICATIONS OF THE ELECTION ORDER TO BE HELD ON
NOVEMBER 5, 2024**

WHEREAS, the Merced County Board of Education Calls for a Governing Board Member Election to be held on November 5, 2024 (Education Code 5000, Elections Code 12102); and

WHEREAS, in accordance with the designations contained in the Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322, the election shall be held on November 3, 2020, and the purpose of the election is to elect two members of the governing of the board of Merced County Office of Education; and

WHEREAS, Merced County intends to conduct a consolidated election with the Statewide Presidential General Election to be held on November 5, 2024 (Elections Code 10400); and

WHEREAS, the consolidation of elections may serve to reduce election expenses to taxpayers and may increase voter turnout; and

WHEREAS, a Notice of Election must be filed with the Merced County Registrar of Voters specifying which offices are to be filled at this election (Education Code 5324, Elections Code 10522); and

WHEREAS, the list of incumbents and terms of office will be submitted to the Merced County Registrar of Voters; and

WHEREAS, a Candidate's statement pursuant to Elections Code 13307, if desired is to be paid by the Candidate; and

WHEREAS, the Merced County Board of Education of the Merced County Office of Education boundary map or city limit has not changed since the last election held in November 2020; and

WHEREAS, a pre-determined tie-breaking method is designated to prevent any possible dispute as to the final outcome of the election (Elections Code 10551); and

WHEREAS, the Merced County Elections Department is authorized to conduct the election and to canvass all returns pursuant to Elections Codes 10411-10413; and

WHEREAS, Merced County will be reimbursed for the actual costs of the election (Elections Code 10002, 10520); and

NOW, THEREFORE, IT BE RESOLVED, that the Merced County Board of Education, of the Merced County Office of Education, City of Merced does hereby:

1. Calls for an Election to be held to elect two members of the governing board of Merced County Office of Education;
2. Request that its Governing Board Member Election to elect two seats for Trustee Area 3, and 4 be Consolidated with the Statewide Presidential Election scheduled for November 5, 2024;
3. File its Notice of Election with the Registrar of Voters specifying the elective offices to be filled;
4. Submit a list of incumbents and terms of office;
5. Require that a Candidate's Statement, if desired, is to be paid by the Candidate;
6. Certify the current city boundary map is without change since the last election;
7. Sets a drawing of lots as its tie-breaking method for this election with procedures as previously established by Merced County Office of Education in Board Bylaw 9220 - County Board Elections, adopted on December 14, 2020;
8. Authorizes Merced County Elections Department to conduct the election and canvass the returns;
9. Intends to reimburse Merced County for the actual costs of this election.

PASSED AND ADOPTED by the Merced County Board of Education, of the Merced County Office of Education, City of Merced at a regular meeting held on the 17th day of June year of 2024 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Steve M. Tietjen, Ed.D., Secretary to the Board
Merced County Superintendent of Schools

Board Member – **Fred Honoré**, Chairperson

Board Member – **Dennis Hanks**, Vice Chairperson

Board Member – **Frank Fagundes**

Board Member – **Tim Razzari**

Board Member – **Geneva Brett**

Resolution Number 2024-16

RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION Gov. Code sections 7522.56 & 21224

June 17, 2024

WHEREAS, in compliance with Government (Gov.) Code section 7522.56 of the Public Employees' Retirement Law, the Merced County Office of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days have passed since their retirement date; and

WHEREAS, (Raymond Birch, 2157) retired from Merced County Office of Education in the position of Custodial Supervisor effective (August 02, 2024); and

WHEREAS, Gov. Code section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is (date 181st day after retirement) without this certification resolution; and

WHEREAS, Gov. Code section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Merced County Board of Education the Merced County Office of Education, and Raymond Birch certify that Raymond Birch has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Merced County Office of Education is required to monitor schools per the criteria outlined under the Williams settlement legislation. Included in the monitoring is a review of the identified schools' facilities;

WHEREAS, Ray Birch is the lead staff member and most knowledgeable of the facilities monitoring process and plans to retire on August 2, 2024;

WHEREAS, the Merced County Board of Education hereby appoints Raymond Birch as an extra help retired annuitant to perform the duties of the Custodial Supervisor for the Merced County Office of Education under Gov. Code section 21224, effective August 05, 2024; in

order to train new Custodial Supervisor(s), perform scheduled Williams Inspections, complete the FIT (Facilities Inspection Tool) required by the California Department of Education.

WHEREAS, the entire employment agreement, contract or appointment document between Raymond Birch and the Merced County Office of Education has been reviewed by this body and is attached herein; and

WHEREAS, no matters, issues, terms or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 173.333 to equal the hourly rate; and

WHEREAS, the maximum 2023-24 base salary for this position is (\$7,899) and the hourly equivalent is (\$45.40), and the minimum base salary for this position is (\$7,018) and the hourly equivalent is (\$40.34); and

WHEREAS, the hourly rate paid to Raymond Birch will be (40.34), plus COLA; and

WHEREAS, Raymond Birch has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and

THEREFORE, BE IT RESOLVED THAT the Merced County Office of Education hereby certifies the nature of the appointment of Raymond Birch as described herein and detailed in the attached employment agreement/contract/appointment document and that this appointment is necessary to fill the critically needed position of Custodial Supervisor for the Merced County Office of Education by August 5, 2024 because Williams monitoring visits will commence after school begins and the Merced County Office of Education is required to perform these visits for identified schools.

(Signatures and other notations as per usual for resolution by governing body name including vote count)

ADOPTED, SIGNED, AND APPROVED this **17th** day of **June** year of **2024**.

Fred Honoré, Chairperson
Merced County Board of Education

I, **Steve M. Tietjen**, Clerk of the Governing Board of the Merced County Board of Education, do hereby certify that the foregoing Resolution was adopted by the Board of Education of said County Office at the meeting of the Board of Education held on the 16th day of January 2024, and it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Steve M. Tietjen, Secretary to the Board
Merced County Superintendent of Schools

Merced County Board of Education

Fred Honoré, Chairperson
Dennis Hanks, Vice Chairperson
Frank Fagundes, Member
Tim Razzari, Member
Geneva Brett, Member



Resolution No. 2024-22

**DETERMINING HOW THE MONEY RECEIVED FROM
THE EDUCATION PROTECTION ACCOUNT (2024-2025)
ARE SPENT AT THE MERCED COUNTY OFFICE OF EDUCATION**

WHEREAS, the voters approved Proposition 30 on November 6, 2012, and Proposition 55 on November 8, 2016; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting December 31, 2018), and Proposition 55 Article XII, Section 36 to the California Constitution effective November 8, 2016 (commenced January 1, 2019); and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Assistant Superintendent of Business Services shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools, and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts, and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts, and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36; and

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in an open session of a public meeting of the governing board of June 17, 2024;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Merced County Office of Education has determined to spend the estimated monies received from the Education Protection Act as attached.

Dated: **June 17, 2024**.

Steve M. Tietjen, Ed.D., Secretary to the Board
Merced County Superintendent of Schools

Board Member – **Fred Honoré**, Chairperson

Board Member – **Dennis Hanks**, Vice Chairperson

Board Member – **Frank Fagundes**

Board Member – **Tim Razzari**

Board Member – **Geneva Brett**

Merced County Office of Education - Business Services
MCOE Budget 24-25: Education Protection Account Estimate
Proposition 30 & 55
6/7/2024

Estimated EPA Funding Amount	\$ 56,944
Funding Distribution	
Court School Non- Administrative Salaries & Benefits	10,677
Community School Non-Administrative Salaries & Benefits	46,267
Total	56,944

Calculation	
Estimated 24-25 ADA	284.72
Minimum Funding per ADA	\$ 200.00
Minimum EPA Funding	\$ 56,944.00
Adjusted Revenue Limit	\$ 8,099,695
Local Revenue/In-lieu of Property Taxes	\$ 11,304,678
EPA Proportionate Share Cap(a-b, If less than 0, C20=0)	\$ -
Adjusted Revenue Limit	\$ 8,099,695
EPA % for 24-25	48.76%
EPA Proportionate Share (C21*C22)	\$ 3,949,374
Estimated EPA	\$ 56,944

LCFF Comm/Juv Total Distribution	
Community School	6,224,747.00
Juv Hall	758,114.00
Total	6,982,861.00

EPA Distribution	
Community School	46,267
Juv Hall	10,677
Total	\$ 56,944

Regular LCFF Distribution	
Community School	6,178,480.00
Juv Hall	747,437.00
Total	6,925,917.00

EPA + Regular	6,982,861.00
Check	-

Merced County Office of Education - Business Services**Merced Scholars Charter Budget 24-25: Education Protection Account Estimate****Proposition 30 and 55 Funding**

6/7/2024

Estimated EPA Funding Amount	\$ 1,170,864
Funding Distribution	
Salaries and Benefits for Non-Administrative Purposes	1,170,864
Total	1,170,864

Calculation	
a Adjusted Total Revenue Limit	\$ 2,401,303
b EPA % for 24-25	48.76%
c Estimated EPA (a * b)	\$ 1,170,864

Estimated EPA (c * d)

24-25 Total Estimated Charter LCFF	
LCFF Calculation	\$ 4,580,071
EPA Allocation 09-1400	\$ 1,170,864
Regular 09-0000	\$ 3,409,207

Estimated 24-25 ADA	295
Minimum Funding per ADA	\$ 200.00
Minimum EPA Funding	\$ 59,000.00

Merced County Office of Education - Business Services
Come Back Charter Budget 24-25: Education Protection Account Estimate
Proposition 30 and 55 Funding
6/7/2024

Estimated EPA Funding Amount	\$ 19,000
Funding Distribution	
Salaries and Benefits for Non-Administrative Purposes	19,000
Total	19,000

Calculation	
a Adjusted Total Revenue Limit	\$ -
b EPA % for 24-25	48.76%
c Estimated EPA (a * b)	\$ 19,000

Estimated EPA (c * d)

24-25 Total Estimated Charter LCFF	
LCFF Calculation	\$ 1,577,339
EPA Allocation 09-1400	\$ 16,604
Regular 09-0000	\$ 1,560,735

Estimated 24-25 ADA	95
Minimum Funding per ADA	\$ 200.00
Minimum EPA Funding	\$ 19,000.00