AGENDA
MERCED COUNTY BOARD OF EDUCATION
August 19, 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. **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 June 17, 2024

    B.   Approve **Resolution No. 2024-24** Recognizing September 2024 as School Attendance Awareness Month

    C.   Authorize Payment to the California School Boards Association for Membership Dues, July 1, 2024, to June 30, 2025, in the total amount of **$13,070.00**
- California School Boards Association (CSBA) = $8,819.00
- California County Boards of Education (CCBE) = $2,046.00
- Education Legal Alliance (ELA) = $2,205.00

    Motioned by _____ Seconded by _____ Vote _____

IV. **Written Communications**

    A.   Correspondence Received By Chairperson

    B.   Correspondence Received By Board Members

    C.   Correspondence Received By Superintendent

V. **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).*

VI. **Future Agenda Items**

    A.   Public Hearing – Sufficiency of Instructional Materials and Textbooks (September 16, 2024)

VII.   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

      Joseph Oh
      Coordinator-Ed. Srvs.

B.   Local Control Accountability Plan (LCAP) Local Indicators
      for Merced Scholars Charter School

      Joseph Oh
      Coordinator-Ed. Srvs.

C.   Local Control Accountability Plan (LCAP) Local Indicators
      for Come Back Charter School

      Joseph Oh
      Coordinator-Ed. Srvs.

D.   Board Member's Report *(if any)*

      Board Members

C.   Superintendent's Report
      1. Introduction of new Cabinet Staff
      2. Report on MCOE Kickoff

      Steve M. Tietjen

VIII.   Business Items for Action

A.   <u>Uniform Complaint Report Summary</u>

      Erika Davalos-Lemus
      Coordinator-Ed. Srvs.

      It is recommended that the Board of Education review and approve the
      Uniform Complaint Report Summary for Quarterly Period April 2024 through
      June 2024

      Motioned by _____ Seconded by _____ Vote _____

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

The Board will proceed into Closed Session.

IX.   Closed Session Pursuant to Education Code 35146 to Hear Appeal of Denial of
        Interdistrict Attendance Request – 3:30 PM - **Appeal # 2024-05 and 2024-06**

        Moved by_____ Seconded by_____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

X.   Closed Session Pursuant to Education Code 35146 to Hear Appeal of Denial of
       Interdistrict Attendance Request – 4:00 PM - **Appeal # 2024-07**

       Moved by_____ Seconded by_____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

XI.   **Adjournment: _____ PM**

Motioned by _____   Seconded by _____   Vote _____

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

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

Merced County Board of Education

Consent Agenda

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

MINUTES
MERCED COUNTY BOARD OF EDUCATION
June 17, 2024

REGULAR BOARD MEETING

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

I.   Opening

A.   Board Chairperson, **Fred H 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, Frank Fagundes, Tim Razzari, and Geneva Brett.

C.   Others present: Pat Atkins, Ryan Ballard, Rosa Barragan, Barbara Brown, Cheryl Brown, Joseph Brown, Kimberly Chastain, John Chavez, Melissa Coleman, Taylor Coleman, Maria Duran-Barajas, Natalie Flores, Jesse Flores, Laura Fong, Cindy Gentry, Siobhan Hanna, Courtney Harris, Cristi Johnson, Diego Martinez, Carmelita Martinez, Lissa Mitchell, May T. Moua, April Reitz, Janet Riley, Stephanie Roe, Valeria Roman, Francisco Romo, Monica Sanchez, Kandace Thompson-Silva, Barbara Troutman, Dan Troutman, Graciaisela Vega, Lupe Winton, Eugene Wunder, Summer Wunder, Maria Cuevas and Yolanda Campos-Senior Executive Assistant to the Superintendent.

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

Assistant Superintendent, Pat Atkins presented the Outstanding Employee Awards to Melissa Coleman, Special Education; Outstanding Certificated Employee, Pedro Carrillo, Special Education; Outstanding Classified Employee, Natalie Flores, Special Education; Management Employee and Lupe Winton with Early Education; Outstanding Classified Employee.

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 May 20, 2024

B.   Minutes of Special Meeting on June 10, 2024

C.   Approve **Resolution No. 2024-15** Authorizing End-of-Year Transfers

1.   Retirement Resolution: **Resolution No. 2024-17** Honoring Eugene Wunder
2.   **Resolution No. 2024-18** Honoring Joseph Wunder

3. **Resolution No. 2024-19** Honoring Barbara Troutman
4. **Resolution No. 2024-20** Honoring Leticia Limon
5. **Resolution No. 2024-21** Honoring Jeannie Flores

Assistant Superintendent, Laura Fong read Barbara Troutman, Joseph Brown, and Eugene resolutions.
<u>Dennis Hanks</u> moved and **<u>Geneva Brett</u>** seconded a motion to approve the Consent Agenda as submitted. The motion carried with a vote of 5-0.

V. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received By Board Members: None.

C. Correspondence Received By Superintendent: None.

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.

VII. Future Agenda Items

A. Public Hearing – Sufficiency of Instructional Materials and Textbooks. More information will be provided in August.

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

A. Local Control Accountability Plan (LCAP) Local Indicators for Schools operated by Merced County Office of Education – Cindy Gentry provided the LCAP Local Performance Indicator Report for MCOE. No public comments were made.

B. Local Control Accountability Plan (LCAP) Local Indicators for Merced Scholars Charter School – Cindy Gentry provided the LCAP Local Performance Indicator Report for Merced Scholars Charter School. No public comments were made.

C. Local Control Accountability Plan (LCAP) Local Indicators for Come Back Charter School – Cindy Gentry provided the LCAP Local Indicators for Come Back Charter School. No public comments were made.

D. Public Disclosure of Collective Bargaining Disclosure California School Employees Association (CSEA) #856, Unit A and B Fiscal years 2023-2024, 2024-2025, and 2026-202. Assistant Superintendent, Janet Riley provided an update on CSEA #856, Units A and B.

E. Public Disclosure of Collective Bargaining Disclosure Merced County Office of Education Teachers Association (MCOTA) Fiscal years 2024-2025, 2025-2026, and 2026-2027. Assistant Superintendent, Janet Riley provided an update on MCOTA.

F. Board Member's Report *(if any)*: None

G. Superintendent's Report – In the absence of Superintendent, Steve Tietjen, Assistant Superintendent, Pat Atkins provided the following information.
1. Merced County Board of Education Meeting Schedule 2024-2025
2. MCOE Kickoff Celebration – August 8, 2024
3. Merced County School Dates 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. <u>Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review</u>
Cindy Gentry presented all LCAPs with Budget Overview.

It was 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)

Geneva Brett moved and **Dennis Hanks** seconded a motion to 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) as submitted. The motion carried with a vote of 5-0

B. <u>Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review</u>

It was 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)

Dennis Hanks moved and **Frank Fagundes** seconded a motion to 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) as submitted. The motion carried with a vote of 5-0

C. <u>Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review</u>

It was 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)

Geneva Brett moved and **Dennis Hanks** seconded a motion to 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) as submitted. The motion carried with a vote of 5-0.

D. <u>Federal Addendum Annual Update</u> – Presented by Cindy Gentry.

It was recommended that the Board of Education review and approve the Federal Addendum.

Tim Razarri moved and **Dennis Hanks** seconded a motion to review and approve the Federal Addendum. The motion carried with a vote of 5-0.

E. <u>School Plan for Student Achievement (SPSA 2024-2025)</u> – Presented by Cindy Gentry.

It was 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

Fred Honoré moved and **Geneva Brett** seconded a motion to review and 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 motion carried with a vote of 5-0

F. <u>Annual Report on Differentiated Assistance 2024-2025,</u> In the absence of Emily Tietjen, Assistant Superintendent, Martin Macias presented the report.

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)

Geneva Brett moved and **Dennis Hanks** seconded a motion to adopt the Merced County Office of Education Annual Report on Differentiated Assistance 2024-2025 as presented in compliance with Education Code 52066(i)(1). The motion carried with a vote of 5-0

G. <u>Resolution Ordering Governing Board Member Election</u> Assistant Superintendent, Pat Atkins presented Resolution No. 2024-23

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

Geneva Brett moved and **Dennis Hanks** seconded a motion to approve **Resolution No. 2024-16** ordering Governing Board Member Elections as submitted. The motion carried with a vote of 5-0

H. <u>Resolution for Exception to the 180-Day Wait Period</u> Assistant Superintendent, Janet Riley presented Resolution No. 2024-16.

It was 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.

Fred Honoré moved and **Dennis Hanks** seconded a motion to approve **Resolution No. 2024-16** Declaration of 180-Day Wait Period Exception and Appointment of Raymond Birch. The motion carried with a vote of 5-0

I. <u>Public Hearing – Education Protection Account (2023-2024)</u> Assistant Superintendent, Janet Riley presented Resolution No. 2024-22.

It was 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: Geneva Brett opened the public hearing.

2. Close Public Hearing: No public comments were made. The public hearing was closed.

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

Geneva Brett moved and **Tim Razzari** seconded a motion to 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. The motion carried with a vote of 5-0

J.   2024-2025 MCOE Budget - Presented by Assistant Superintendent, Janet Riley

It was 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 Subsequent to Public Hearing by the County Board of Education in compliance with Education Code 1622(a)

Geneva Brett moved and **Frank Fagundes** seconded a motion to adopt the Merced County Office of Education Budget of 2024-2025 Developed Using State-Adopted Criteria and Standards and Filed and Adopted Subsequent to Public Hearing by the County Board of Education in compliance with Education Code 1622(a). The motion carried with a vote of 5-0

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)

Geneva Brett moved and **Dennis Hanks** seconded a motion to adopt the Annual 2023-2024 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). The motion carried with a vote of 5-0

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

Frank Fagundes moved and **Geneva Brett** seconded a motion to adopt the Annual Certification to 2024-2025 Budget Pursuant to Education Code Section 42141(a) Regarding Self-Insured Workers' Compensation Claims. The motion carried with a vote of 5-0

K.   Proposition 28: Arts and Music in Schools Annual Report – Presented by Director of Special Education, Maria Barajas-Duran

It was recommended that the Board of Education review and approve Proposition 28: Arts and Music in Schools Funding 2024 Annual Report as submitted.

Dennis Hanks moved and **Geneva Brett** seconded a motion to review and approve Proposition 28: Arts and Music in Schools Funding 2024 Annual Report as submitted.

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 proceeded into a <u>Closed</u> Session.

XI.   **Closed Session** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – **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 – **Appeal # 2024-04**

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

Board Member, Tim Razzari excused himself early from the meeting at approximately

The Board will proceed into an <u>Open</u> Session.

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

On the request for an appeal of denial of the Interdistrict Attendance Requests submitted on behalf of Student #2024-02 it was moved by **<u>Geneva Brett</u>** and seconded by **<u>Dennis Hanks</u>** to **overturn the appeal,** for the 2024-2025 school year, Merced Union High School District decision of denying the request for an interdistrict transfer to attend school at Atwater High School in the Merced Union High School District. The motion carried with a vote of 4-0.
Vote (by roll call)   Honoré   **<u>Yes</u>**
                                                Hanks   **<u>Yes</u>**
                                                Fagundes   **<u>Yes</u>**
                                                Razzari   **<u>Absent</u>**
                                                Brett   **<u>Yes</u>**

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

On the request for an appeal of denial of the Interdistrict Attendance Requests submitted on behalf of Student #2024-04 it was moved by **<u>Geneva Brett</u>** and seconded by **<u>Frank Fagundes</u>** to **overturn the appeal,** for the 2024-2025 school year, Merced Union High School District decision of denying the request for an interdistrict transfer to attend school at Buhach Colony High in the Merced Union High School District. The motion carried with a vote of 4-0
Vote (by roll call)   Honoré   **<u>Yes</u>**
                                                Hanks   **<u>Yes</u>**
                                                Fagundes   **<u>Yes</u>**
                                                Razzari   **<u>Absent</u>**
                                                Brett   **<u>Yes</u>**

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

XIII.   **Adjournment**

<u>Dennis Hanks</u> moved and **<u>Frank Fagundes</u>** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 5:24 PM. The motion carried with a vote of 4-0 *(Razzari was absent).*

Respectfully submitted,

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

SMT/mc

Merced County Board of Education
Fred Honoré, Chairperson
Dennis Hanks, Vice Chairperson
Frank Fagundes, Member
Tim Razzari, Member
Geneva Brett, Member

Merced
County
Office *of*
Education
NURTURE • SERVE • LEAD

Resolution No. 2024-24
School Attendance Awareness Month

Whereas, good attendance is essential to pupil achievement and graduation, and systemic approaches are needed to reduce chronic absenteeism rates in Merced County with a focus starting as early as preschool; and

Whereas, chronic absence, missing 10 percent or more of school, which can be just two or three days a month, for any reason, including both excused and unexcused absences, is a proven predictor of academic trouble; and

Whereas, schools and school districts that calculate, and share data on how many and which pupils are chronically absent are better able to develop strategies and engage community resources to deliver the right interventions for the right pupils; and

Whereas, a pupil's chronic absence is a predictor of below-grade-level reading proficiency by the third grade and course failure and eventual dropout later in that pupil's career, and chronic absence thereby weakens our communities and our local economies; and

Whereas, school attendance can be improved and chronic absence significantly reduced, when schools, parents, and communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school; and

Now, Therefore, Be It Resolved, that the Merced County Board of Education, hereby declares September 2024 as **Attendance Awareness Month** and thereby requests that each school district, elected school official, business, government agency, organization, and citizen recommit our community to increasing awareness and understanding of the importance of school attendance, addressing attendance barriers and the root causes of chronic absences.

Passed and Adopted this **19ᵗʰ** day of **August** 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

California School Boards Association

June 12, 2024

Superintendent and Board President
Merced COE
632 W 13th Street
Merced, CA 95341

Dear Superintendent and Board President of Merced COE:

Please find your enclosed invoice for Merced COE's 2024–25 CSBA membership dues. We greatly appreciate your membership in CSBA and the difference it makes for California's public schools, and we look forward to our continued partnership. This mailing contains:

Invoice for your 2024-25 CSBA membership dues:

Your membership in CSBA allows you to take advantage of a host of CSBA's optional subscription services.

Invoice(s) for optional subscription services, as listed below:

Educational Legal Alliance (ELA) offer of membership, included on your membership invoice (csba.org/ela).

GAMUT subscription renewal (Policy, Policy Plus and/or Meetings, as applicable, for current subscribers).

Important note: As part of CSBA's commitment to providing custom supports and services that best meet the unique and critically important needs of county boards, CSBA's new **County Board Member Services (CBMS)** is now included with your CSBA dues. In previous years, your county office was billed for similar services provided by CCBE – this suite of services now operates under the banner of CSBA's County Board Member Services (CBMS). As part of the transition for 2024-25, we have applied a **25 percent reduction** to your CBMS dues from the previous year's CCBE dues, which is reflected in your enclosed membership invoice. Your CBMS dues go towards the funding of a full-time staff member to support county board members and county board services, as has been requested by the prior leadership of CCBE. For additional information on CSBA's County Board Member Services, please visit www.csba.org/countyboardmemberservices.

2024-25 CSBA membership:	$8819
Prior CCBE dues:	$2728
25% reduction applied:	$(682)
2024-25 total CSBA & CBMS dues:	$10865

For any questions about your membership benefits, CSBA's Director of Membership, Aaron Davis, can be reached at (916) 669-3274 or adavis@csba.org.

CSBA is *your* association, and we encourage you to contact us any time regarding your membership needs. Thank you for your membership in CSBA and for all that you do to ensure a quality education for every student you serve.

Sincerely,

Albert Gonzalez
CSBA President

Vernon M. Billy
CSBA CEO & Executive Director

California School Boards Association | 3251 Beacon Blvd., West Sacramento, CA 95691 | (800) 266-3382 | www.csba.org

csba
California School Boards Association
(916) 371-4691

Invoice Number	Invoice Date	PO #
INV-72270-C1P8P3	6/5/2024	

Bill To:
Merced COE
632 W 13th St
Merced, CA 95341
United States

Ship To:
Merced COE
632 W 13th Street
Merced, CA 95341
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2024 - 06/30/2025)	$8,819.00	1.00	$8,819.00	
ELA	ELA Membership (07/01/2024 - 06/30/2025)	$2,205.00	1.00	$2,205.00	
CBMS	County Board Member Services with 25% reduction (07/01/2024 - 06/30/2025)	$2,046.00	1.00	$2,046.00	

CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.

CSBA's new County Board Member Services (CBMS) is now included for all California county offices of education along with annual CSBA dues. In previous years, your county office was billed separately for similar services provided by CCBE - this suite of services now operates under the banner of CSBA County Board Member Services. As part of the transition for 2024-25, we have applied a 25 percent reduction on CBMS from the previous year's CCBE dues. Please refer to the cover letter accompanying this invoice for further details.

Total Invoice: $13,070.00   **Total Paid:** $0.00   **Balance Due:** $13,070.00

--- PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT ---

csba
California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100020	INV-72270-C1P8P3	06/05/2024		$13,070.00

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Merced COE
632 W 13th St
Merced, CA 95341
United States

CSBA
California School Boards Association
(916) 371-4691

Invoice Number	**Invoice Date**	**PO #**
INV-71280-Z3K3M9	6/5/2024	

Bill To:
Merced COE
632 W 13th St
Merced, CA 95341
United States

Ship To:
Merced COE
632 W 13th Street
Merced, CA 95341
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY	Gamut Policy (Member) (07/01/2024 - 06/30/2025)	$2,850.00	1.00	$2,850.00	Net 30

Have you renewed your CSBA Membership for 2024-25? Only CSBA members enjoy exclusive access to GAMUT and to CSBA's trainings, resources and services. Don't forget to renew your CSBA membership by September 15 to maintain uninterrupted access to GAMUT services.

Total Invoice: $2,850.00   **Total Paid:** $0.00   **Balance Due:** $2,850.00

- - - - - - - - ✂ - - - - - - - PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT - - - - - - - - - - - - - - - - -

csba
California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100020	INV-71280-Z3K3M9	06/05/2024	Net 30	$2,850.00

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Merced COE
632 W 13th St
Merced, CA 95341
United States

CSBA in 2024:
The year so far

The first half of 2024 has been busy for California's education leaders. Likewise, we've been hard at work at CSBA to support your governance teams and your students and families.

ADVOCACY

▸ **STATE BUDGET:** From the beginning, CSBA has been at the forefront of advocating for a 2024–25 budget that protects education funding, and has led the charge in opposing an unconstitutional proposal that was included in the May Revise — a proposal that would have reduced the Proposition 98 minimum guarantee by billions of dollars. CSBA appreciates the ongoing leadership demonstrated by its members in the fight to protect Prop 98. CSBA continues to stridently advocate for a state budget that will:

> Preserve and protect Prop 98 funding
> Remain focused on sustaining existing programs
> Address staffing shortages
> Support the needs of small school districts

⦿ From California

▸ **2024 LEGISLATIVE ACTION WEEK:** In March, an estimated 300 CSBA members took part in a week of virtual meetings with more than 100 California legislators and their staff during CSBA's flagship statewide advocacy event. With the Legislature grappling with a looming budget deficit, CSBA's members showed up to urge their representatives to protect the Proposition 98 Guarantee in the upcoming 2024–25 budget and emphasize the crucial need to preserve and maintain existing programs. CSBA members also advocated on behalf of CSBA's 2024 sponsored legislation, which includes much-needed funding for school facilities.

⦿ To D.C.

▸ **2024 COAST2COAST:** In April, CSBA held its third annual federal advocacy trip to Washington, D.C., in partnership with the Association of California School Administrators (ACSA). More than 250 CSBA and ACSA members attended three days of events, which culminated in meetings with members of Congress and their staff on Capitol Hill, advocating in support of key issues such as special education funding, teacher recruitment and retention, reauthorizing the Secure Rural Schools Act, broadband access, protecting student data and establishing cybersecurity resources.

Important upcoming events

📅 **2024 County Board Member Services Conference**
Sept. 13-15
Hyatt Regency Monterey
csba.org/countyboardmemberservices

📅 **2024 Annual Education Conference and Trade Show**
Dec. 5-7
Anaheim Convention Center
aec.csba.org

Thank you for your dedication to your community and to California's public schools.

California School Boards Association | 3251 Beacon Blvd., West Sacramento, CA 95691 | www.csba.org

CSBA's Education Legal Alliance

Fighting for public schools for over 30 years

// Who we are

The California School Boards Association's Education Legal Alliance (ELA) is a consortium of school districts, county offices of education and Regional Occupational Centers/Programs that have voluntarily joined together for the past 30 years to create a powerful force to pursue and defend a broad spectrum of statewide public education interests before state and federal courts, state agencies and the Legislature.

// What we do

» Initiate civil litigation and administrative actions

» File amicus briefs and letters with state and federal courts to support school districts and county offices of education in their litigation

» Analyze and challenge legislation and regulations

» Provide updates on ELA cases to CSBA and ELA members

// How we work

An advisory committee of experienced school law attorneys assists in providing legal analysis and recommendations for ELA involvement to a broad-based Steering Committee consisting of school board members, superintendents and statewide education leaders.

// Recent activities

In *California School Boards Association's Education Legal Alliance v. California State Board of Education* (SBE), the ELA filed and obtained a writ of mandate against the SBE. The court found that SBE ignored the authority of the governing boards of Napa Valley Unified School District and Napa County Office of Education to deny a charter petition and substituted its judgment for the judgment of those local boards in violation of the charter authorization appeal process set out in AB 1505 (2019).

Amicus Support: The ELA's amicus work ensures courts understand the impact their decisions will have on districts and county offices of education throughout the state, including:

» *O'Connor-Ratcliff v. Garnier:* Supporting appellant school board members' appeal. The ELA urged the U.S. Supreme Court to overturn the Ninth Circuit Court of Appeals decision that board members' use of their private social media to communicate with the public on matters related to their public office "constitutes state action" and is subject to First Amendment restrictions. The ELA argued that this is true even if the social media accounts are not supported, funded, directed or used with the involvement of the school district the board members represent.

» *George v. Susanville Elementary School District:* Protecting LEAs ability to provide for experience credit for new teachers while not being required to provide such credit for teachers who resign and return under Education Code section 44931.

» *Traiman v. Alameda Unified School District:* Supporting the authority of LEAs to impose uniform taxes without concern that the tax will be challenged.

THANK YOU
for your support!

Your annual contribution to the Education Legal Alliance ensures that we can continue this vital work. For more information about your membership, please contact the CSBA Legal Department at **(800) 266-3382** or **legal@csba.org**.

California School Boards Association, Education Legal Alliance
3251 Beacon Blvd., West Sacramento, CA 95691
www.csba.org/ELA

Nov/2023

DOCUMENTS

CSBA GAMUT

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COMMUNICATIONS
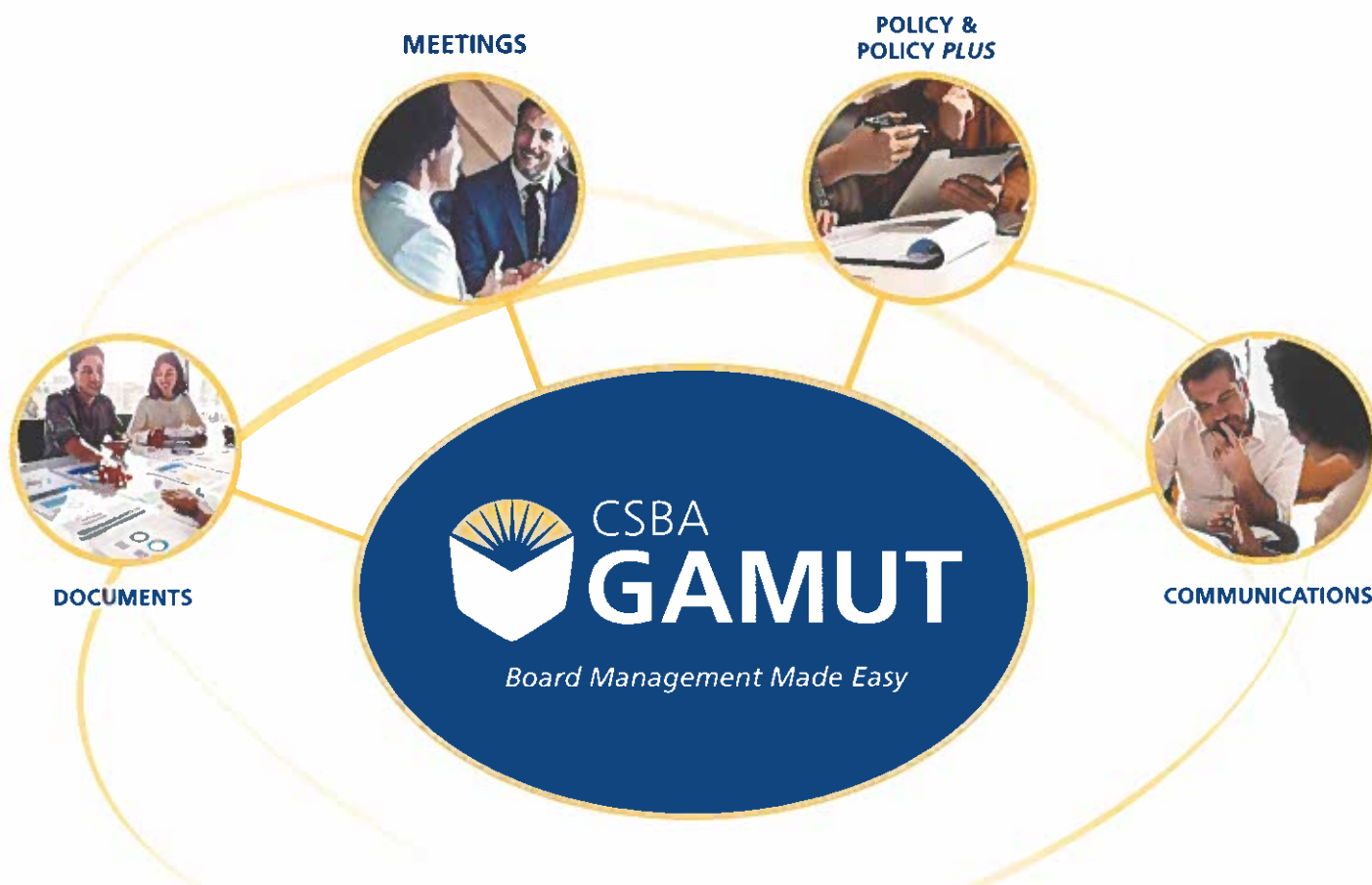
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▶ Print your policy manual documents with your logo, a detailed *Table of Contents*, an entire update's release and multiple selections of documents from your manual with just a few easy clicks.

▶ New permissions added for users to *View Drafts*, separate from draft editing permissions.

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Merced County Board of Education

Future Agenda Item

MERCED COUNTY
Office of Education
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Steve M. Tietjen, Ed.D. | County Superintendent of Schools

Merced County Board of Education

Superintendent's and Board Members Report

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	Joseph Oh Coordinator, Student Programs	joh@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%
2022/2023	21.7	41.1%	33.6%	1.8%	12.2%	11.4%	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)	6

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)

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.

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.

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.

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 the 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.

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.

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 workshops 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 families 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 in 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 in 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
Come Back Charter School	Joseph Oh Coordinator	joh@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%
2022/2023	3.7	24.3%	75.7%	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 the 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 provision 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 support 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 who provide input into school policies, curriculum, and school activities. Students and their families can choose to be active members of 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 support 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 on 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 with 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 support – 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 of 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 in 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 in 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 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.

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Joseph Oh Coordinator	joh@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	17.58%	53.6%	0.0%	25.3%	3.0%	0.4%	0.00%
2022/2023	18.1	29.3%	33.4%	13.9%	11.9%	10.0%	1.9%	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)

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.

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.

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.

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.

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.

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 encourage 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 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 on 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 has 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 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 and 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 the 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 with 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 to 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, families meet with the teacher to develop an Individual Learning Plan (ILP) that includes both short- and long-term goals around education, career, and support opportunities. In MS and HS, students 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 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 in 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 a 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 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.

Merced County Board of Education

Business Items for Action

MERCED COUNTY Office of Education

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

Quarterly Williams Reports

2023-2024

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

Details of District Complaints can be obtained from Emily Tietjen 23-24
Email: ETietjen@mcoe.org

Note: 4th Qrt (23-24) - Sent to Yolanda via email - 8/09/24