AGENDA
MERCED COUNTY BOARD OF EDUCATION
June 16, 2025

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:

Dennis Hanks, Chairperson	_____
Geneva Brett, Vice Chairperson	_____
Frank Fagundes, Member	_____
Rodrigo Espinosa, Member	_____
VACANT, Member	_____

C. Others Present: _____

II. Board Vacancy

At the Board of Education's June 9, 2025, special meeting, it was approved to interview applicants to fill the Trustee Area #2 Board Vacancy as a Provisional Appointment Member. However, there were no candidate applications received by the deadline. The County Superintendent offered a nomination.

It is recommended that the Board of Education approve the nominee as a Provisional Appointment Member of the Merced County Board of Education, Trustee Area #2.

Nominee: _____

Motioned by _____ Seconded by _____ Vote _____

Administer Oath of Office – Steve M. Tietjen, County Superintendent of Schools

III. Flag Salute - Pledge of Allegiance to the Flag

IV. Presentation

A. Presentation of Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending June 2025

1. Classified Employee: Lena Lee, Educational Services Department
2. Classified Employee: Jesus Cisneros, Educational Services Department
3. Certificated Employee: Jaquilyn Lourence, Special Education Department
4. Management Employee: Sherre Vernon, Educational Services Department

V. 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 the 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 19, 2025 Page 10

B. Minutes of Special Meeting on June 9, 2025 Page 14

C. Retirement Resolution (s): Pages 17-24
   1. Resolution No. 2025-17 Honoring Amanda Press
   2. Resolution No. 2025-18 Honoring Carolyn McCrary
   3. Resolution No. 2025-19 Honoring Karen Martin
   4. Resolution No. 2025-20 Honoring Kathya Souza
   5. Resolution No. 2025-21 Honoring Linda Zamora
   6. Resolution No. 2025-22 Honoring Lynn Larrew
   7. Resolution No. 2025-23 Honoring Marcela V. Garcia
   8. Resolution No. 2025-24 Honoring Socorro Rivas

D. Approve **Resolution No. 2025-14** Authorizing End-of-Year Transfers Page 25

E. Funding of Consolidated Application for Categorical Programs 2025-2026 Page 26

Motioned by _____ Seconded by _____ Vote _____

VI. Written Communications

A. Correspondence Received By Chairperson

B. Correspondence Received By Board Members:

C. Correspondence Received By Superintendent

VII. 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 (*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)*.

VIII. Future Agenda Items

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

A. Local Control Accountability Plan (LCAP) — Joseph Oh, *Coordinator-Ed. Services*
   1. Local Indicators for Schools Operated by
      - Come Back Charter Page 28
      - Merced Scholars School Page 45
      - Merced County Office of Education Page 63

B. California Community Schools Partnership Program Grant (CCSPP) Update Page 79
   1. Student Programs - Sherre Vernon, *Coordinator-Educational Services*
      - Come Back Charter
      - Merced County Juvenile Court
      - Merced Scholars Charter
      - Valley Merced Community
      - Valley Los Banos Community
   2. Special Education - Maria Duran-Barajas, *Director-Special Education*
      - Merced County Special Education
      - Floyd A. Schelby

C. Public Disclosure of Collective Bargaining Disclosure Merced County Office Teachers Association (MCOTA) Fiscal year 2025-2026 Page 83 — Janet Riley, *Deputy Superintendent-Bus. Services*

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

E. Superintendent's Report

Steve M. Tietjen, *County Superintendent*

1. Merced County Board of Education Meeting Schedule 2025-2026 Page 87
2. MCOE Kickoff Celebration – Thursday, August 7, 2025 Page 88
3. Merced County Schools Academic Calendar for 2025-2026 Page 89

X. 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 Page 92

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

Joseph Oh, *Coordinator-Ed. Services.*

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

Motioned by _____ Seconded by _____ Vote _____

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

Joseph Oh, *Coordinator-Ed. Services.*

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

Motioned by _____ Seconded by _____ Vote _____

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

Joseph Oh, *Coordinator-Ed. Services.*

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

Motioned by _____ Seconded by _____ Vote _____

D. Revised 2025 LCAP Federal Addendum Page 93

Joseph Oh, *Coordinator-Ed. Services*

It is recommended that the Board of Education approve the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Revised Federal Addendum as submitted

Motioned by _____ Seconded by _____ Vote _____

E. School Plan for Student Achievement (SPSA 2025-2026) Pages 126-316

Joseph Oh, *Coordinator-Ed. Services.*

It is recommended that the Board of Education approve the 2025-2026 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

Motioned by _____ Seconded by _____ Vote _____

F. Dashboard Alternative School Status (DASS) Application Page 378

Joseph Oh, *Coordinator-Ed. Services.*

It is recommended that the Board of Education consent to the Approval of Intent to apply for DASS from the Local Governing School Board/Charter Governing School Board

Motioned by _____ Seconded by _____ Vote _____

G. Proposition 28: Arts and Music for Special Education/Student Programs Page 381

Maria Duran-Barajas, *Director - Special Ed.*

It is recommended that the Board of Education review and approve Proposition 28: Arts and Music in Schools Funding 2025 Annual Report for Merced County Office of Education, Special Education/Student Programs, and Floyd A. Schelby

Motioned by _____ Seconded by _____ Vote _____

H. Proposition 28: Arts and Music for Merced Scholars & Come Back Charter Page 384

Sherre Vernon, *Coordinator - Ed. Services*

It is recommended that the Board of Education review and approve Proposition 28: Arts and Music in Schools Funding 2025 Annual Report for Merced Scholars Charter and Come Back Charter

Motioned by _____ Seconded by _____ Vote _____

I. Student Programs & SPED Reading Screener Page 388 Sherre Vernon, *Coordinator - Ed. Services*

It is recommended that the Board of Education review and approve the adoption of the Reading Difficulties Risk Screener for Merced Scholars Charter and Merced County Office of Education Student Programs and Special Education

Motioned by _____ Seconded by _____ Vote _____

J. Annual Report on Differentiated Assistance 2025-2026 Page 390 Emily Tietjen, *Director - Ed. Services*

It is recommended that the Board of Education review and adopt the Merced County Office of Education Annual Report on Differentiated Assistance 2025-2026 as presented in compliance with Education Code 52066(i)(1)

Motioned by _____ Seconded by _____ Vote _____

K. 2025-2026 Merced County Office of Education Budget Page 401 Rosa Casillas, *Director - Bus. Services*

It is recommended that the Board of Education approve the 2025-2026 Merced County Office of Education Budget in compliance with Education Code 1622(a)

1. Adoption of Merced County Office of Education Budget of 2025-2026 Developed Using State-Adopted Criteria and Standards and Filed and Adopted After Public Hearing by the County Board of Education in compliance with Education Code 1622(a)

   Motioned by _____ Seconded by _____ Vote _____

2. Adoption of the Annual 2025-2026 Budget Report Reviewed by the County Board of Education and Certification that the Budget Includes Health and Welfare Benefits as Defined in Education Code Section 42140(a)

   Motioned by _____ Seconded by _____ Vote _____

3. Annual Certification to 2025-2026 Budget Pursuant to Education Code Section 42141(a) Regarding Self-Insured Workers' Compensation Claims

Motioned by _____ Seconded by _____ Vote _____

L. Resolution for Exemption to the 180-Day Wait Period Page 402

Janet Riley, *Deputy Superintendent- Bus. Services*

It is recommended that the Board of Education approve **Resolution No. 2025-16**, Declaration of 180-Day Wait Period Exception and Appointment of Katherine Weimer as extra help Retired Annuitant to train new Business Services personnel and support the establishment of CYBHI accounting effective July 1, 2025.

Motioned by _____ Seconded by _____ Vote _____

M. Public Hearing – Education Protection Account Page 405

Janet Riley, *Deputy Superintendent-Bus. Services*

It is recommended that the Board of Education adopt **Resolution No. 2025-15** Determining How the Moneys Received from the Education Protection Account (2025-2026) are spent at the Merced County Office of Education

1. Open Public Hearing
2. Close Public Hearing
3. Adopt **Resolution No. 2025-15** Determining How the Moneys Received from the Education Protection Account (2025-2026) are Spent at the Merced County Office of Education

Motioned by _____ Seconded by _____ Vote _____

N. Merced County Ethnic Studies Curriculum Guide Page 411

Laura Andrews, *Asst. Superintendent- Ed. Services*

It is recommended that the Board of Education adopt the Merced County Ethnic Studies Curriculum Guide.

Motioned by _____ Seconded by _____ Vote _____

O. County Superintendent's Salary Schedule Page 416

Steve M. Tietjen, *County Superintendent*

It is recommended that the Board of Education discuss and approve the County Superintendent of Schools' Salary, other Financial Remuneration, Health, Retirement, and other Benefits (Education Code Section 1209)

Motioned by _____ Seconded by _____ Vote _____

The Board will proceed into a Closed Session.

XI. **Closed Session –** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request **– Appeal # 2025-05 – 4:00 PM**

XII. **Closed Session** to Deliberate Interdistrict Attendance **Appeal #2025-05**

The Board will proceed into an Open Session.

XIII. **Open Session** Report Action of Interdistrict Attendance **Appeal #2025-05**

Moved by_____ Seconded by_____ Roll Call Vote:

Hanks	_____
Fagundes	_____
Espinosa	_____
Brett	_____
VACANT	_____

XIV. **Adjournment: _____ PM**

Motioned by _____ Seconded by _____ Vote _____

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

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

Merced County Board of Education

Presentation

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MERCED COUNTY OFFICE OF EDUCATION

OUTSTANDING EMPLOYEES

EMPLOYEE OF THE QUARTER | JUNE 2025

The following Merced County Office of Education employees have been selected as MCOE's "Outstanding Employees" for quarter ending June 2025



Lena Lee

Administrative Secretary

Classified



Jesus Cisneros Garcia

Job Development & Training Technician

Classified



Jacquilyn Lourence

Teacher of SH

Certificated



Sherre Vernon

Coordinator

Confidential, Supervisory or Management

These employees who exemplify MCOE's commitment to quality education and students, will be honored at the June 16, 2025 Board Meeting at 3 pm.

CONGRATULATIONS TO OUR EMPLOYEES OF THE QUARTER!

Merced County Board of Education

Consent Agenda

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MINUTES
MERCED COUNTY BOARD OF EDUCATION
May 19, 2025

REGULAR BOARD MEETING

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

I. Opening

A. Board Chairperson, Dennis Hanks, called the regular meeting of the Merced County Board of Education to order at 3:00 PM.

B. Members present were Dennis Hanks, Frank Fagundes, Geneva Brett, and Rodrigo Espinosa.

C. Others present: Jennifer Andrade, Laura Andrews, Stacie Arancibia, Yolanda Campos, Valentina Esteva, Laura Fong, Mary Fryar, Nestor Henrriquez, Christine Hicks, Isabella Jean, Nicola Jean, Steven Landon, Martin Macias, Lisa Oliveira, Nathan Quevedo, Angelica Reyes, Janet Riley, Steven Thao, Cristina Vara, Guadalupe Ochoa Vega, Maria Cuevas, Executive Assistant, Steve M. Tietjen, County Superintendent

II. Flag Salute – Pledge of Allegiance to the Flag

Frank Fagundes moved, and **Rodrigo Espinosa** seconded the motion to appoint Geneva Brett as Vice Chairperson. The motion carried with a vote of 4-0.

III. Presentation – by Events & Community Engagement Specialist, Stacie Arancibia
Recognition for the top six (6) winners of the California Science & Engineering Fair

1. Fire Fighter Robot: Samuel Reyes, Joshua Ochoa, & Damian Birrueta – Bellevue Elementary
2. Carb Controversy: Elle Potter – Peterson Elementary School
3. Truss vs Arch: Alexis Silvar, Ariana Valdez, & Dulce Mora – Gracey Elementary School
4. Cleanarrator 5200: Julius Jean & Tyran Jean - Tenaya Middle School
5. Break It Down: Trent Scheurich – Our Lady of Mercy
6. Micro Plastic: Michael Hicks – Our Lady of Mercy

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

A. Minutes of Regular Meeting on April 21, 2025

Frank Fagundes moved, and **Rodrigo Espinosa** seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 4-0.

IV. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received By Board Member: None.

C. Correspondence Received By Superintendent: None.

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

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

No comments were made.

VI. Future Agenda Item – Special Board Meeting to take place on June 9, 2025 – Public Hearing: Adoption of 2025-2026 Merced County Office of Education Budget and Local Control Accountability Plan (LCAP).

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

A. The Board members reviewed the following Board Bylaws.
(Approval will take place at the June 9 Board Meeting)

1. 9124 – Attorney
2. 9220 – County Board Elections – Bylaw and Exhibit 1
3. 9320 – Meetings and Notices
4. 9321 – Closed Session Purposes and Agenda – Bylaw, Exhibit 1 and 2
5. 9322 – Agenda/Meeting Materials
6. 9323 – Meeting Conduct
7. 9323.2 – Actions By The Board – Bylaw and Exhibit 1

B. Board Members Report: Frank Fagundes shared that he, along with Dennis Hanks attended the VST Honors Scholars Dinner on May 6, 2025, and were pleased to see most of the winners and their families attend the dinner.

C. Superintendent's Report:

1. Steve Tietjen reported on the incident that occurred on Friday, May 16, 2025, at the Wolf Center across the street. There was an individual who was shot behind the complex in the alley who walked to the Wolf Center seeking assistance. Nobody else was injured or involved. The MCOE Complex was placed on lockdown while the police searched the area and assessed the situation. Soon after the lockdown was lifted and all doors were unlocked.
2. MCOE 2025 School Graduations – included in the packet was a list of all the MCOE school graduation dates, times, and locations. Board Member, Geneva Brett, is looking forward to attending the graduation at the Los Banos Fairgrounds on June 4th. Geneva was pleased to know that the event will take place at the Los Banos Fairgrounds.

VIII. Business Items for Action

A. <u>Merced County Board Bylaws</u>

It was recommended that the Board of Education approve the Board Bylaws:

1. 9010 – Public Statements
2. 9012 – Board Member Electronic Communications
3. 9100 – Organization
4. 9150 – Student Body Members *(not applicable)*
5. 9223 – Filing Vacancies
6. 9224 – Oath or Affirmation
7. 9240 – Board Training
8. 9260 – Legal Protection
9. 9270 – Conflict of Interest *(Bylaw & Exhibit)*

Geneva Brett moved, and **Frank Fagundes** seconded a motion to approve the Board Bylaws listed above. The motion was carried with a vote of 4-0.

B. Conflict of Interest Code

It was recommended that the Board of Education approve Resolution No. 2025-13, Adopting the Merced County Board of Education Conflict of Interest Code (Board Bylaw 9270 - Conflict of Interest)

Geneva Brett moved, and **Rodrigo Espinosa** seconded a motion to approve Resolution No. 2025-13, Adopting the Merced County Board of Education Conflict of Interest Code (Board Bylaw 9270 - Conflict of Interest). The motion was carried with a vote of 4-0

C. Williams Uniform Complaint Report Summary

It was recommended that the Board of Education approve the Uniform Complaint Report Summary for the Quarterly Period January 2025 through March 2025.

Frank Fagundes moved, and **Rodrigo Espinosa** seconded a motion to approve the Uniform Complaint Report Summary for the Quarterly Period January 2025 through March 2025. The motion was carried with a vote of 4-0

Nestor Henrriguez reported that no complaints were made.

D. Filling Vacancy

It was recommended that the Board of Education review and select the option relative to the Vacant Board Member Position – Area #2

Geneva Brett moved, and **Rodrigo Espinosa** seconded a motion to post the vacancy of Board Member Position – Area #2 in the Merced Times newspaper with a deadline to apply of June 6, 2025. The board will review the applications in advance. On June 16, 2025, the board will interview candidates during the meeting, make a selection, and appoint someone. The swearing-in Ceremony of the new board member will take place during the open session. The motion was carried with a vote of 4-0

IX. Call for Public comments: Identified Closed Session Agenda Items
During this portion of the agenda, the public was invited to address the Board on the identified items before adjournment into a Closed Session. No comments were made.

The Board proceeded into a Closed Session

X. **Closed Session** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – Appeals #2025-02 and #2025-03.

XI. **Closed Session** to Deliberate Interdistrict Attendance Appeals #2025-02 and #2025-03

XI. **Closed Session** Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – Appeal #2025-04. No need for the hearing of Attendance Appeal

#2025-02 and #2025-03 since the Gustine Unified School District informed the parents that the district was approving her request after all.

XII. Closed Session – Selection of 2025 Thruman Agricultural Scholarship Recipient

The Board proceeded into an Open Session

Frank Fagundes moved, and **Rodrigo Espinosa** seconded the motion to select Joseph Oliveira of Hilmar High School as the recipient of the 2025 Thruman Agricultural Scholarship for Merced County. The motion was carried with a vote of 4-0.

XIII. **Open session** for the Disposition of Interdistrict Attendance Appeals # 2025-02 and #2025-03 On the request for an appeal of the denial of the Interdistrict Attendance Request submitted on behalf of Student #2025-02 and #2025-03, it was moved by **Geneva Brett** and seconded by **Frank Fagundes** to uphold the appeal, for the 2025-2026 school year, Weaver Union School District decision of denying the request for an interdistrict transfer to attend school at Farmdale Elementary School in the Weaver Union School District. The motion was carried with a vote of 4-0.

Vote (by roll call)

Hanks	YES
Brett	YES
Fagundes	YES
Espinosa	YES

XIV. Adjournment

Geneva Brett moved, and **Frank Fagundes** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:07 PM. The motion was carried with a vote of 4-0.

Respectfully submitted,

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

SMT/mc

MINUTES
MERCED COUNTY BOARD OF EDUCATION
June 9, 2025

SPECIAL BOARD MEETING

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

I. Opening

A. Board Vice Chairperson, Geneva Brett, called the special meeting of the Merced County Board of Education to order at 3:10 PM. Geneva announced for the record that the meeting was being conducted pursuant to California Government Code section 54953(b) concerning teleconferencing. Chairperson Dennis Hanks is participating in this meeting via Zoom at 3726 Jardin Way, Merced, CA.

B. Members present were Frank Fagundes, Rodrigo Espinosa, and Dennis Hanks (via Zoom).

C. Others present: Martin Macias, Cristina Vara, Nathan Quevedo, Laura Fong, Rosa Casillas, Janet Riley, Maria Cuevas, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent

II. Flag Salute – Pledge of Allegiance to the Flag

III. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received By Board Members: None.

C. Correspondence Received By Superintendent: The office received a thank you card from Joseph Oliveira, the winner of the Thruman Agricultural Scholarship for Merced County.

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

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

No public comments were made.

V. Future Agenda Items: Board Member interviews will be held at the next meeting for the Area #2 vacancy, and a person will be appointed.

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

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

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

Joseph Oh presented the Come Back Charter School LCAP with a Budget Overview for Parents Review, for Board review, and public input.

1. Open Public Hearing: Geneva Brett opened the public hearing.
2. Close Public Hearing: No public comments were made, and the public hearing was closed.

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

Joseph Oh presented the Merced Scholars School LCAP with a Budget Overview for Parents Review, for Board review, and public input.

1. Open Public Hearing: Geneva Brett opened the public hearing.
2. Close Public Hearing: No public comments were made, and the public hearing was closed.

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

Joseph Oh presented the MCOE LCAP with a Budget Overview for Parents Review for Board review and public input.

1. Open Public Hearing: Geneva Brett opened the public hearing.

2. Close Public Hearing: No public comments were made, and the public hearing was closed.

D. Public Hearing – 2025-2026 MCOE Budget Review in compliance with Education Code 1620

Rosa Casillas presented the 2025-2026 Budget for Board review and public input.

1. Open Public Hearing: Geneva Brett opened the public hearing.
2. Close Public Hearing: No public comments were made, and the public hearing was closed.

E. Board Member's Report: Geneva Brett reported that she attended a couple of graduations that were held in gyms. The temperature was tolerable. Geneva was pleased to see how Martin Macias assisted the student who panicked when she approached the podium. The student was able to collect herself and return to do the speech. Frank Fagundes also attended two graduations and was appreciative of the staff and their hard work in helping the students achieve their goals.

F. Superintendent's Report: None.

VII. Business Items for Action

A. Merced County Board Bylaws

It was recommended that the Board of Education approve the following Board Bylaws:

1. 9124 – Attorney
2. 9220 – County Board Elections – Bylaw and Exhibit 1
3. 9320 – Meetings and Notices
4. 9321 – Closed Session Purposes and Agenda – Bylaw, Exhibit 1 and 2
5. 9322 – Agenda/Meeting Materials
6. 9323 – Meeting Conduct
7. 9323.2 – Actions By The Board – Bylaw and Exhibit 1

Frank Fagundes moved, and **Rodrigo Espinosa** seconded a motion to approve the Board Bylaws listed above. The motion was carried with a vote of 3-0

B. Special Education Extended Year Calendars

It was recommended that the Board of Education approve the Special Education Extended Year Calendars for June 2025 and July 2025.

Rodrigo Espinosa moved, and **Frank Fagundes** seconded a motion to approve the Special Education Extended Year Calendars for June 2025 and July 2025. The motion was carried with a vote of 3-0.

The Closed Session didn't take place. It was rescheduled for Monday, June 16, 2025.

XXIII. Adjournment

Rodrigo Espinosa moved and **Frank Fagundes** seconded the motion to adjourn the special meeting of the Merced County Board of Education at 3:58 PM. The motion carried with a vote of 3-0.

Respectfully submitted,

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

SMT/mc

Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
VACANT, Member

Merced County Office of Education
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Resolution No. 2025-17
Honoring
Amanda Press

Whereas, Amanda Press has elected to retire from her position as a Part Time Preschool Aide with the Head Start Program in the Early Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Amanda's 18 years of service with the Merced County Office of Education; and,

Whereas, Amanda was born and raised in Indonesia with five brothers, her mother, and father. When she was 30, Amanda traveled by herself and moved to LA. Amanda had previously met her husband in Indonesia, and they met up again in LA, and they have now been married for over 25 years. Amanda and her husband have one son who is now 23 years old. For over 10 years, they have made a family business as Almond Growers and have their personal family orchard. When Amanda's son Jay was three, she found Head Start in Planada and had him registered. Jay was at Planada Head Start with Ms. Carol, Ms. Betty, and Ms. Gaby for two years, and from there, Amanda decided she wanted to be part of MCOE and has been with MCOE for over 18 years. Ms. Amanda is a dedicated worker, amazing with all the children at the school site(s), has the sweetest personality, and is beyond kind to anyone near her. Anyone who has ever been in Amanda's presence has always felt taken care of, thought of, and just joy when she is around; and,

Whereas, Amanda will take pleasure in spending more time with her husband Teddy and her son Jay; and,

Whereas, after retirement, Amanda plans to focus on her family and help take care of her family's almond orchard; and,

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

Adopted June 16, 2025

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

Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
VACANT, Member

Merced County Office of Education
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Resolution No. 2025-18
Honoring
Carolyn McCrary

Whereas, Carolyn McCrary has elected to retire from her position as a Fiscal Specialist with the Early Education Department with the Merced County Office of Education; and,

Whereas, Carolyn has held various positions and worked in different departments throughout her 41 years here with MCOE: Migrant Education Department Account Technician III, Human Resources Department Account Technician III, External Business Services, Technician III, External Business Services Fiscal Analyst, Family Resource Center Fiscal Analyst, and Early Education Fiscal Analyst with a title change to Fiscal Specialist; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Carolyn's 41 years of service with the Merced County Office of Education; and,

Whereas, Carolyn earned her AA degree in Business Administration; and,

Whereas, Carolyn served on the Weaver Union School District Board of Trustees; and,

Whereas, Carolyn will take pleasure in spending more time with her husband of 41 years, Eddie, and two daughters, Rebecca Campbell (husband- Reggie), Courtney Rathjen (husband- David), and one grandchild, Brian; and,

Whereas, after retirement, Carolyn plans to travel with her husband and spend quality time with her one and only grandchild/grandson, Brian (3 years old), in Oregon; and,

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

Adopted June 16, 2025

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

Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
VACANT, Member

Merced County Office of Education
NURTURE • SERVE • LEAD

Resolution No. 2025-19
Honoring
Karen Martin

Whereas, Karen Martin has elected to retire from her position as an EHS Teacher II with the Head Start Program in the Early Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Karen's 18 years of service with the Merced County Office of Education; and,

Whereas, Karen's previous employment with Merced Christian School, Merced City School District, Gateway Educare Center, and Fruitland Christian Preschool brings her to a total of 30-plus years served in education; and,

Whereas, Karen earned an Associate of Arts degree at Merced College and a Bachelor of Arts degree at Stanislaus State; and,

Whereas, Karen began working in 2007 for MCOE Head Start at Castle Head Start as a Preschool Teacher. In 2010, Karen worked as a Teacher in the Two's room and in the Toddler room at Fairside Head Start. When Castle Early Head Start opened, Karen transferred and worked as the Toddler Teacher. Karen was always willing to help whoever needed help. Karen displays patience and calmness when working with the children. Karen was an asset to the Early Head Start program, and she will be missed; and,

Whereas, Karen will take pleasure in spending time with her husband-Bryan Martin, and her family. She looks forward to the get togethers they have for Raider games every year and attending Gateway Church; and,

Whereas, after retirement, Karen plans to enjoy life, take early morning walks, practice self-care, and learn to relax. She is excited for this new chapter in life and looks forward to what God has in store for her; and,

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

Adopted June 16, 2025

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

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Rodrigo Espinosa, Member
VACANT, Member

Resolution No. 2025-20
Honoring
Kathya Souza

Whereas, Kathya Souza has elected to retire from her position as a Teacher of Special Education Preschool with the Special Education Department of the Merced County Office of Education; and,

Whereas, Kathya began her career with MCOE in 1997 as an Instructional Aide and in 2003 she became an MCOE Preschool Teacher at Schelby, then went on to teach kindergarten for 4 years before returning to being a Preschool Teacher at Schelby School, where she finished her career.

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Kathya's 28 years of service with the Merced County Office of Education; and,

Whereas, Kathya earned a BA in Social Services in Brazil, where she worked as a social worker. She also earned her Mod/Severe Early Childhood Credential; and,

Whereas, Kathya has been a volunteer for New Beginnings since 2014 ; and,

Whereas, after 30 remarkable years of dedication, passion, and service, Kathya Souza is retiring from the special education preschool program. Kathya has been a guiding light for students, families, and colleagues alike, always bringing positivity, warmth, and unwavering commitment to her work. Known affectionately as a "preschool legend," she has touched countless lives with her compassionate approach and deep understanding of early childhood education. Her strong partnerships with districts, her mentorship of fellow educators, and her ability to lift others up have left a lasting legacy. Kathya's impact will be felt for years to come, and she will be deeply missed. We wish her all the best in this next chapter of her journey; and,

Whereas, Kathya will take pleasure in spending more time with her husband of 37 years and her two sons; and,

Whereas, after retirement, Kathya has no big plans just yet, but she would like to volunteer more and make some time to travel to Thailand to volunteer with the elephants; and,

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

Adopted June 16, 2025

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

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Merced County Office of Education
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Resolution No. 2025-21
Honoring
Linda Zamora

Whereas, Linda Zamora has elected to retire from her position as a Data Entry/Records Technician with the Head Start Program in the Early Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Linda's 20 years of service with the Merced County Office of Education; and,

Whereas, Linda brought with her valuable experience from her previous roles with the Human Services Agency as a Case Worker and the Merced Community Action Agency as a Program Technician, along with her academic achievement—an Associate of Arts degree from Merced College. Linda has worked collaboratively with all staff, including Family Services staff, Education staff, Managers, and Directors, to ensure timely enrollment and accurate attendance tracking, always prioritizing what's best for the children and families we serve. Linda is recognized for her punctuality, attention to detail, and willingness to learn new skills, as well as her clear and direct approach—traits that earned her respect and trust among her colleagues. While she may come across as reserved at first, those who know Linda know her to be incredibly caring, loyal, and deeply dedicated, qualities that have made her a beloved member of our Head Start family; her personal joys—including her love of hummingbirds, sea turtles, Starbucks, and Bath & Body Works and maintaining a very organized work station – which reflected her unique personality; we will fondly remember the sound of her unmistakable laugh, often followed by an "Oh my god" and a big smile—a moment that could lighten any room and remind us of the bonds we've shared;

Whereas, Linda often shared stories and pride in her loving family—her son Tomas, daughter Naomi, and her grandchildren: Jasmine, Danielle, Aaron, Ava, and Audrey—who bring her joy and purpose beyond the workplace; and,

Whereas, Linda often said she never wanted to retire—a testament to the love she has for her work family—and although she is moving on, she now looks forward to spending more time with her granddaughters and figuring out what's next in this well-earned chapter of life; and,

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

Adopted June 16, 2025

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

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Rodrigo Espinosa, Member
VACANT, Member

Resolution No. 2025-22
Honoring
Lynn Larrew

Whereas, Lynn Larrew has elected to retire from her position as a Health Aid with the Special Education Department with the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Lynn's 34 years of service with the Merced County Office of Education; and,

Whereas, Lynn earned an AA Degree in Liberal Studies; and,

Whereas, after many years of dedicated service, we are honored to recognize Lynn as she embarks on her well-earned retirement. Lynn has served as a one-on-one health aide to a student with a seizure disorder in the Transition Program, providing not only consistent and compassionate care but also forming a deep and lasting bond with the student. Lynn's patience, encouragement, and unwavering support have helped the student thrive both academically and socially. She assists with classroom assignments and activities, ensuring that her student remains engaged and included. Lynn goes above and beyond to foster meaningful interactions between the student and her peers, always attentive and accommodating to the student's individual needs. What truly sets Lynn apart is her remarkable dedication. Despite not driving, she has maintained excellent attendance throughout her time with MCOE, relying on public transportation to be there for her student, rain or shine. This level of commitment is a testament to her character and sense of responsibility to her student and job. Lynn's knowledge, care, and steadfast presence have made a lasting difference in the life of the student she supported for so many years. We extend our deepest gratitude for her years of service and wish her a retirement filled with joy, relaxation, and many special moments with her grandchildren and family. Congratulations, Lynn!; and,

Whereas, Lynn will take pleasure in spending more time with her life partner of 29 years and spending time with her five grandchildren, and two great grandchildren; and,

Whereas, after retirement, Lynn plans to travel, work in her garden, bake, and spend time with all of her grandchildren; and,

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

Adopted June 16, 2025

Steve M. Tietjen, Ed. D, Secretary to the Board
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Merced County Office of Education
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Resolution No. 2025-23
Honoring
Marcela V. Garcia

Whereas, Marcela V. Garcia has elected to retire from her position as a Certified Sign Language Interpreter with the Special Education Department of the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Marcela's 29 years of service with the Merced County Office of Education; and,

Whereas, Marcela had previously held a substitute position for two years with the Special Needs Program and worked four years with the Head Start Program, which brings her to a total of 35 years served in education; and,

Whereas, Marcela earned her Bachelor's Degree in Marketing in the Tourism Industry, plus she attended three years at an English Technical School.

Whereas, Marcela will take pleasure in spending more time with her husband, Henry Garcia, and their three children, Marcela, Adrian, and Clarissa, along with her grandchildren Catalina, Quorra, Savannah, and Tommy; and,

Whereas, after retirement, Marcela plans to travel and take some time to learn two other languages; and,

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

Adopted June 16, 2025

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

Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
VACANT, Member

Resolution No. 2025-24
Honoring
Socorro Rivas

Whereas, Socorro Rivas has elected to retire from her position as an Academic Tutor with the Educational Services Department of the Merced County Office of Education; and,

Whereas, the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Socorro's 13 years of service with the Merced County Office of Education; and,

Whereas, Socorro's previous 13 years of service to the Special Education Department in Firebaugh, CA while currently working eight years as a morning employee with the Merced City School District, along with her 13 years as an Academic Tutor for MCOE. brings her to a total of 26 years served in education; and,

Whereas, Socorro earned an AS Degree in Radiology Technology, and,

Whereas, Socorro has demonstrated great adaptability in her role, often delivering tutoring sessions directly at students' homes. She utilized a variety of instructional resources, including Language Power, Kids Learn, Write Time, 180 Days of Problem Solving, and 180 Days of Writing. Her commitment to excellence in education was recognized when she was selected to be observed by the California Department of Education (CDE) visitors and Federal Program Monitoring (FPM) reviewers—both groups were impressed with the quality of services she provided in ELA, ELD, and Math. A dedicated and dependable employee, she also contributed beyond the classroom by supporting recruitment efforts for Outdoor Education and served as a chaperone on educational field trips, such as visits to the Monterey Bay Aquarium. She played an instrumental role in the success of the Atwater Summer Program by transporting students from the Atwater Migrant Camp, ensuring their access to learning opportunities. In her continued effort to support families, Socorro also assisted in the Migrant Parent Computer Classes, guiding parents in the use of MiFi devices and iPads to help their children complete homework assignments. Additionally, she provided childcare during the MCOE/Early Education Parents' Day Conference and at various Migrant Parent Advisory Committee Meetings. She consistently demonstrated professionalism, respect, and collaboration in all aspects of her work. Socorro's dedication to student and family engagement has left a lasting impact, and she will be remembered as an exceptional educator and advocate for the communities she served. Socorro's supervisor said "it has been a pleasure to work with Mrs. Rivas. She has consistently nurtured, supported, and led elementary school students and their families within the Merced City Schools community. She embodies key professional traits such as perseverance, emotional intelligence, and a systems-thinking mindset." ; and,

Whereas, Socorro has been a widow for the past 21 years. She was married to Mr. Mike Rivas for 26 years, during which time they built a loving family together. They raised three daughters—Mishia, Brianna, and Mariko—who have each carried forward the values instilled in them. She is also a proud grandmother to seven beautiful grandchildren: Julian, Sean, Elijah, Seth, Jaicob, Brandon, and Michael; and,

Whereas, after retirement, Socorro plans to spend quality time with her family, and,

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

Adopted June 16, 2025

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

Merced County Board of Education
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VACANT, Member

Resolution No. 2025-14

AUTHORIZING
END OF YEAR TRANSFERS

Whereas, it is the desire of the majority of the Merced County Board of Education that the County Superintendent of Schools be authorized to make such transfers as are necessary to balance any expenditure classification of the budget of the Merced County Office of Education for the **2024-2025** fiscal year.

Now, Therefore, Be It Resolved that the Merced County Superintendent of Schools be, and is hereby, authorized to make such budget transfers as may be necessary to permit the payment of obligations of the Merced County Office of Education incurred during the **2024-2025** fiscal year.

Adopted this **16th** day of **June** year of **2025**, at a regular meeting of the Merced County Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

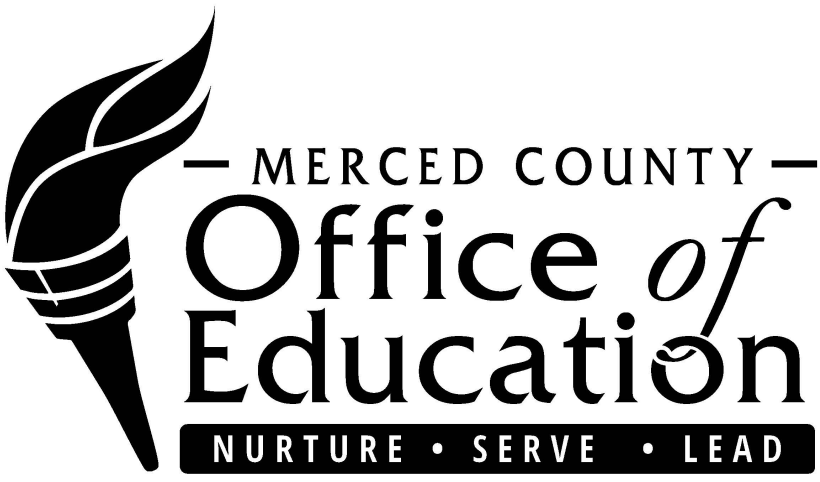
To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

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

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

Merced County Board of Education

Superintendent's and Board Members Report



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

2025-26 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
2022/2023	3.7	24.32%	75.41%	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)	6

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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			3			
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			3		
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
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. 92% of our adult students stated they feel that the teachers and staff truly care for them and 99% 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. We will also be logging

multiple modes of communication through ParentSquare, including multiple emails, phone, and mailing address, to increase the chance of families receiving our communications.

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. Next year, we will be hiring a 1.0 FTE counselors for the exclusive support for our Come Back students. This counselor will provide assistance with developing a plan to graduate and plans post graduation. 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. This year, one of the advisory meetings were unable to meet quorum. 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 at least once per year in the spring. 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 spring of 2025. The following data is from the spring 2025 surveys. The main areas of measure, as noted as a metric for Goal 1 of the LCAP:

School Safety 99% (decrease of 1%)

Support from School Staff 92% (maintaining last year's level)
- Favorable rating from Students with disabilities, 504, Homeless at 60%
- Favorable rating from EL student responded 89%

Sense of Belonging 86% (new metric)
- Favorable rating from Students with disabilities, 504, Homeless at 60%
- Favorable rating from EL student responded 73%

Sense of Engagement 70% (new metric)

EL students, students with disabilities, and homeless students had lower measures of favorability in the categories above, showing that we have much to do in providing the appropriate supports for these students.

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 improve to or 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.

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.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
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 pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

Coordinating Instruction	1	2	3	4	5
residence and county office of education.					

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).					
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).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	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.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
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.					
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.					
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.					

2025-26 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
2022/2023	18.00	29.34%	33.50%	13.70%	11.65%	11.70%	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)	4

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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			3		
ELD (Aligned to ELA Standards)			3		
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			3		
ELD (Aligned to ELA Standards)			3		
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			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					5	
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language					5	

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		2			

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.	5
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
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.	5

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 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.

Communication and parent participation continue to be areas of growth. 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. Staff also noted that they would like more participation from families in school events. However, through the use of more social media platforms and more opportunities for family engagement on site as well as more active outreach by our family engagement liaisons, MSCS will expect to see improvement in these areas.

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.	5
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. Both the dual language program and non-classroom-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. Furthermore, we are encouraging non-teaching staff such as the school counselor, instructional support assistants, and the youth engagement specialist to contact families frequently and work to build strong relationships and provide 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.

We has identified increasing consistent parent and family engagement as an ongoing focus area for improvement. While multiple opportunities are offered for parents and guardians to participate in school activities, there is inconsistent participation from students and parents. In particular, families report challenges attending events due to work schedules and language barriers. To address these concerns, we will continue improving the scheduling and accessibility of family events by offering flexible times and multilingual support. Further, we plan to expand the number and frequency of workshops that provide families with strategies to support learning at home, particularly in literacy and numeracy. These steps are part of a broader strategy to build a culture of partnership and shared responsibility for student achievement.

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.

To improve engagement among underrepresented families, we are developing targeted supports responsive to their unique needs. Key efforts include providing culturally and linguistically appropriate workshops and communications, especially for non-English speaking families. We will utilize our family liaisons to act as bridges between schools and communities, facilitating stronger relationships and more regular direct two-way communication. In particular, training will be offered to help these families navigate the educational system, understand student progress reports, and participate meaningfully in school decision-making processes. By focusing on the specific barriers faced by these families—including language access, lack of familiarity with the school system, and varying levels of digital literacy—we are hoping to foster inclusive family-school partnerships that contribute to improved student outcomes and greater educational equity.

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.	3
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.	3
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.

We continue to support a multi-tiered approach for engaging families and staff in decision-making processes. Advisory bodies such as the School Site Council/Parent Advisory Committee, ELAC, and LCAP advisory groups offer structured forums where parents, educators, and administrators collaborate on key issues. Progress has been made in expanding opportunities for input, including broader consultation during the LCAP and WASC processes. These efforts have enabled more families, especially those already engaged, to contribute meaningfully to school improvement efforts. Overall, we have made steady progress in strengthening advisory participation and values these partnerships in shaping school policies and programs.

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.

Despite multiple structures for input, we recognize the need to improve the consistency and inclusivity of participation in advisory meetings. Data from self-reflection indicate that principals and staff need more support and training to foster inclusive, sustained engagement from families, particularly in advisory settings. Families have also reported that inconsistent communication about meetings and scheduling conflicts limit their ability to participate. In response, we will improve meeting announcements through expanded digital outreach (e.g., social media, emails, and text alerts) and offer hybrid meeting formats to accommodate more families. Greater administrative support and professional learning will also be provided to school leaders to strengthen facilitation and responsiveness during these engagement opportunities.

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.

To improve representation from underrepresented groups in decision-making, we will focus on culturally and linguistically responsive outreach and support. Family liaisons fluent in Spanish and Hmong have been hired to serve as connectors between the school and communities historically underrepresented in advisory bodies. These liaisons are leading targeted outreach to invite and prepare families for participation, hosting information sessions at flexible times, and offering translation and childcare services. These efforts aim to build trust and create accessible entry points for families who may feel unfamiliar or intimidated by school governance structures. Ultimately, this work seeks to ensure that all families have both the opportunity and confidence to share their perspectives and shape policies that affect their children.

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 administer at least one school climate student survey (usually two surveys) a year.

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 spring of 2025. The following data is from the spring 2025 surveys.

School Safety 98%
Support from School Staff 90%
Sense of Belonging 57%

- EL students report sense of belonging at 23%

Sense of Engagement 27%

- Only 17% Hispanic students and 15% of ELs report interest in their classes

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.

The spring 2025 student climate survey data confirms that MSCS continues to foster a strong foundation of safety and staff support. With 98% of students reporting feeling safe and 90% affirming support from school staff, it is clear that MSCS's emphasis on relationship-building remains a critical strength. However, the survey also illuminated areas requiring focused improvement—specifically, student engagement (27%) and sense of belonging (57%). These indicators reveal that while students generally feel supported and secure, many still struggle to feel connected to their peers and school community. Disaggregated data highlights that students in certain student groups (e.g., English Learners and Hispanics) report lower engagement and belonging levels. These findings reinforce the importance of addressing not just academic readiness but also students' social-emotional development and peer connections.

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.

To address the identified needs around engagement and belonging, MSCS is refining its multi-tiered strategies focused on student well-being and inclusiveness. The school will continue to invest in professional development around whole-child education. Next year, we will be including trauma-informed practices and student-led community-building activities. We will continue to expand student engagement efforts, such as clubs and school-wide events designed to promote student interaction. Counseling staff and the youth engagement specialist will lead new initiatives that prioritize student voice, including climate and culture committees. Additionally, the our family liaisons will offer workshops to help families support their children's social-emotional growth at home. High school students will continue receiving targeted support for postsecondary planning, while elementary programs will further embed cultural and global awareness into their curriculum. These coordinated efforts aim to boost the low sense of belonging and engagement, ensuring all students feel valued, connected, and empowered as active members of the MSCS community.

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.

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.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
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 pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of					

Coordinating Instruction	1	2	3	4	5
education.					

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).					
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).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	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.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
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.					
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.					
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.					



2025-26 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
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)	15

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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			3		
ELD (Aligned to ELA Standards)			3		
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				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			3			
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				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.	5
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
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.	5

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 improved our strength in building relationships between our schools and our families. In our climate survey, 80% of families stated that they had a favorable view of the school climate (which includes good safety, learning environment, and care among staff for our students) and 85% of our staff stated that they felt that school-family relationship was positive. Families overwhelming stated that they felt supported by our schools (93%).

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.

We have two areas for improvement. First, while our LEA will continue to build upon our already strong relationships between our staff and students and families, we are hoping to leverage that into having our families be more actively participating in our schools (i.e. parent workshops and committees). Currently, our parents are involved when it comes to their own students; however, they are less involved in providing input for school initiatives and policies that impact all students. Second, we hope to continue to provide training for our staff so that they have a better understanding of challenges that our families face and adjust instruction and behaviors accordingly and in ways that can best support our students.

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. We will also work to improve direct contact with families with outreach - we will have our two family liaisons reach 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.	3
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. We mostly maintained our rating from last year, with level 4 in 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 student outcomes, and supporting families to understand and exercise their legal rights and advocate for their own students and all students. We will continue to support our staff and families in building partnerships for better 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.

Our progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families moved down from 4 to a 3. We believe one of the reasons why our rating dipped was because one of our principals was out on medical leave for much of the year. Furthermore, there was a relatively high number of new staff members at our sites. Our goal is to address this area by proving more professional learning and support for our staff/admin to improve our school's capacity to partner with our families.

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 our two family liaisons who will be transitioning to a more site-based role than a central office role.

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.	3
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 three of the areas - building the capacity of and supporting family members to effectively engage in advisory groups and decision-making, 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, and 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. Based on the survey results, we are providing families with ample opportunity and training to give input on how our schools/district run.

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.

Our rating in our progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Part of this is likely due to lower attendance and participation by parents in our advisory groups. We will address this by providing additional training for our staff to engage families and by also reaching out to families to let them know the importance of their participation in these groups.

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 both in person next year and virtually to meet the needs of our families and increase participation. We believe that having both in-person and virtual options might reduce the barrier for entry when it comes to participating in these meetings. We will also try to simply some of the topics covered in the School Site Councils to help parents be able to process the information they receive in those meetings and to not discourage parents from participating. 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 2025. We used a different platform with different questions. However, major topics, such as perceptions of school safety, sense of belonging, and engagement, were evaluated.

The highest ratings was in school safety with 92% students feel safe at school and sense of support by staff with 93% of students rating that they are being supported and treated fairly by staff members. Last year, 95% of our students reported feeling safe on campus and 75% of students reported they had an adult staff member that they could talk to.

Areas of growth for us are in sense of belonging and engagement. Only 56% of students felt a sense of belonging at school and only 38% of students said that they were engaged. While sense of belonging was not directly measured last year, 65% of students reported having a school friend to talk to during a difficult day, suggesting that the sense of belonging is relatively even (or slightly decreased) compared to where it was last 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.

Based on our data, we can make the following conclusions. Our school safety is a strength and this consistency over multiple years indicates that schoolwide efforts to maintain a safe environment are effective and sustained. Our efforts to improve trust between students and staff are working as well with increase in students who feel as though they are being respected by staff. We are hoping to leverage this to encourage students to seek out staff for help. The low sense of belonging highlights a growing need for intentional community-building and inclusive practices. Low engagement--our lowest rated domain--indicates a pressing need to enhance instructional relevance, student voice, and opportunities for active learning.

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 will also expand our popular Positive Behavioral Intervention and Support (PBIS) systems to educate students on expected behaviors in school to increase the effectiveness of discipline practices and learn strategies as an alternative to suspension. 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. We have also be adding an additional principal as part of our team to focus specifically on our students at Juvenile Court School. We will hold regularly leadership meetings between LEA and site admin to ensure that all schools are receiving the appropriate support.

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 a CTE Coordinator who can facilitate communication with the ROP department at MCOE and Student Programs. 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. We have also started offering targeted support classes for our English Learners and long Term English Learners. 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	

Coordinating Instruction	1	2	3	4	5
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 pupils.					5
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
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.					
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

Coordinating Services	1	2	3	4	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.					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.					5

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

Board Presentation: California Community Schools Partnership Program Grant

June 16, 2025

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CCSPP Review

CCSPP Purpose

To partner with community agencies and local government to align community resources to improve student outcomes.

Partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement to support the whole-child.



Four Pillars of Community Schools

Partnering with communities to support the whole child, whole family, and whole community to promote equity in education

Collaborative Leadership	Integrated Student Supports	Expanded and Enriched Learning Time	Active Family and Community Engagement
Students, families, staff, and community members work together to identify strengths and meet the needs of the school and its surrounding community	Services related to food security, housing stability, mental and physical health, and juvenile crime prevention and rehabilitation	Support for early child education and literacy programs, out-of-school time programs, and transitions to and through schools	Students and families are leaders, guiding schools to become hubs for educational equity, community partnerships, and essential resources

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County Superintendent of Schools

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CCSPP Funding

Student Programs

Grant Allocation	5 Years
Merced County Juvenile Court	712,500
Valley Merced Community	1,187,500
Valley Los Banos Community	712,500
Come Back Charter	712,500
Merced Scholars Charter	1,187,500
Total	4,512,500

Special Education

Grant Allocation	5 Years
Special Education Programs	**1,425,000.00**
Floyd A. Schelby	**712,500.00**

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Year 1: Highlights for Student Programs

Capacity - Building Strategies
- Shared Commitment, Understanding, and Priorities
- Sustaining Staff and Resources

Collaborative Leadership
- School site council
- CCSPP survey- Students, Families, Staff
- Head Start PD- DLI

Integrated Student Supports
- Bali Tutoring
- Student Resiliency Center
- Sierra Vista child & family services
  - iMatters-DLI

Expanded and Enriched Learning Time
- EECU- Wise up Program - MVCS
- Hmong Culture Camp - DLI
- Environmental Literacy- JH
  -Grassland Environmental Education Center

Active Family and Community Engagement
- Family Services Liaisons
  - Parent Workshops
- Family Night - MVCS
- Holiday Meal - LBVCS
- Career Day - AVCS
- Multicultural Day- DLI
- Come Back Charter BBQ

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County Superintendent of Schools

4

Challenges & Changes - Student Programs

Challenges

- Grant intention was either not possible (supplanting salaries) or very involved (vans)
- We need to build out systems for better engagement of families for workshops and school events
- New leadership in Student Programs necessitated onboarding time
- Resources, when contacted, are often willing to collaborate free of charge
- Some identified resources (tutoring) even were difficult to utilize with our

Implementation Plan Revisions

- Revising grant budgets to better meet the needs of each of our school sites
- Greater school-level involvement from our Family Liaisons

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Year 1: Highlights Special Education

Collaborative Leadership

- School Site Council Serves as Advisory Committee
- CCSPP survey (Parent/Staff/Admin/Student)-over 278 collected
- Consulted with the Superintendents Council and Special Education Advisory Committee on the Blooming Futures Initiative

Integrated Student Supports

- Hired a Family Services Liaison
- Developed a Referral Process and Promotional Materials for Community Resources
- Added Community Partners
- Blooming Futures Initiative: purchased materials/garden boxes 46 classes
- Hired a Teacher on Special Assignment for 2025-26

Expanded and Enriched Learning Time

- Applegate Park Kiddie Land Family Event: Gardening activity for students
- Gardening events held on the weekends for Students and Families
- Preschool Pumpkin Painting Party
- Preschool Mini-Farm Experience

Active Family and Community Engagement

- 4 gardening events - SPED
- 2 gardening events - Schelby
- 3 preschool





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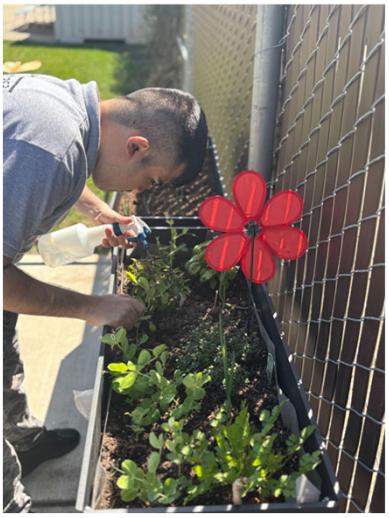
Challenges & Changes - Special Education

Challenges:

- Extended wait time for ordering and receiving supplies from retailers
- Purchase Orders not accepted by local vendors
- Distribution of garden boxes
- Family Services Liaison and TOSA not hired until end of 2024-25 school year
- Limited modes of event advertising
- Difficulty in preparing and surveying sites for Blooming Futures
- Struggled to contract consultant for Blooming Futures

Implementation Plan Revisions:

- Postpone hiring a vocational trainer until YR3
- Budget revision to prioritize the purchase of 2 green houses
- Garden class as an elective for high school students
- Reallocated funds to staff overtime hours to support weekend events



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Next Steps

Four overarching goals

Goal 1: Strengthen local capacity to provide integrated support services using a whole-child approach that meets students' academic, social-emotional, behavioral, and developmental needs.

Goal 2: Enhance home-school partnerships by building parents' and caregivers' ability to support their children's education and development.

Goal 3: Expand professional learning and shared decision-making to improve instruction, support services, and collaborative leadership.

Goal 4: Develop and enrich expanded learning programs that offer academic support and youth enrichment aligned with the school day.

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FORM FOR PUBLIC DISCLOSURE
COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Merced County Office of Education	**County Office**

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

Merced County Teachers Association (MCOTA)	**BARGAINING UNIT**

To be acted upon by the Governing Board at its meeting on	*06/16/25*

A. **PERIOD OF AGREEMENT:**

The proposed bargaining agreement covers the period beginning	*07/01/25*
and ending	*06/30/26*
for the following fiscal years ***2025-2026, ,***	*2025-2026*

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

1.	Current Year Costs Before Agreement	*$28,443,182.39*
2.	Current Year Costs After Agreement	*$29,750,058.58*
3.	Total Cost Change	*$1,306,876.19*
4.	Percentage Change	*4.59%*
5.	Value of a 1% Change	*$255,278.00*

C. **PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1.	Salary Schedule change (% Change To Existing Salary Schedule) (% change for one time bonus/stipend or salary reduction)	*4.28%*
2.	Step & Column (Average % Change Over Prior Year Salary Schedule)	*1.60%*
3.	TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE	*5.88%*
4.	Change in # of Work Days (+/-) Related to % Change	
5.	Total # of Work Days to be provided in Fiscal Year	
6.	Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	

FORM FOR PUBLIC DISCLOSURE
COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Merced County Office of Education **County Office**

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	***$7,759,459.13***
2.	Cost of Benefits After Agreement	***$8,181,644.52***
3.	Percentage Change in Total Costs	***5.44%***

E. **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	***$139,667,234.24***
2.	Percentage Reserve Level State Standard for District:	***2.0%***
3.	Amount of State Minimum Reserve Standard:	***$2,793,344.68***

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	***$16,003,986.00***

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	***$18,797,330.68***
9.	Percentage of General Fund Expenditures/Uses	***13.46%***

FORM FOR PUBLIC DISCLOSURE
COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Merced County Office of Education **County Office**

F. **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

none

G. **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**
The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

Local Control Funding Formula, AB602 and Migrant funding.

H. **NARRATIVE OF AGREEMENT**

4.05% COLA added to salary schedule and a 5% longevity step at year 25. H&W $1,000 CAP increase.

I. **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

Local Control Funding Formula, AB602 and Migrant funding.

FORM FOR PUBLIC DISCLOSURE
COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Merced County Office of Education **County Office**

CERTIFICATION

To be signed by the County Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President (or clerk) after public hearing on the proposed agreement.

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

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the Count Office under this agreement can be met by the County Office during the term of the agreement.

	Monday, June 16, 2025
County Office Superintendent - signature	***Date***
	Monday, June 16, 2025
Chief Business Official- signature	***Date***

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on **6/16/2025** ***took action to approve the proposed Agreement with the*** **Merced County Teachers Association (MCOTA)** ***Bargaining Unit.***

	Monday, June 16, 2025
President (or Clerk), Governing Board ***(signature)***	***Date***

Merced County Board of Education
Regular Meeting Schedule
July 2025 – June 2026

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

Meeting Date	Description	Deadline for Submitting Agenda Items
July 2025	*No Meeting Held* *	----------
08/18/2025	3rd Monday of August	8/11/25
09/15/2025	3rd Monday of September	9/8/25
10/20/2025	3rd Monday of October	10/13/25
11/17/2025	3rd Monday of November	11/10/25
12/15/2025	3rd Monday of December - **Annual Organizational Meeting**	12/8/25
01/20/2026	Moved to 3rd Tuesday of January * *(3rd Monday is a holiday)*	1/12/26
02/17/2026	Moved to 3rd Tuesday of February * *(3rd Monday is a holiday)*	2/9/26
03/16/2026	3rd Monday of March	3/9/26
04/20/2026	3rd Monday of April	4/13/26
05/18/2026	3rd Monday of May	5/11/26
06/8/2026	2nd Monday of June – **Special Meeting** *for Public Hearing – LCAP Budget*	----------
06/15/2026	3rd Monday of June	6/8/26

Deadline for Submitting Agenda Items: By Noon Monday Prior to the Meeting

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

Board Approved: January 21, 2025

MCOE KICKOFF

SAVE *the* DATE

THURSDAY
AUG. 7
2025

8 AM-NOON
MERCED
THEATRE

DOORS OPEN AT 7:30 AM

2025-26 MERCED COUNTY SCHOOLS ACADEMIC CALENDAR

MERCED COUNTY Office of Education
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County Superintendent of Schools

SCHOOL DISTRICTS	OPEN	THANKSGIVING	WINTER BREAK	OTHER NON-INSTRUCTIONAL DAYS	FEBRUARY RECESS	SPRING BREAK	LAST DAY
ATWATER ELEMENTARY	8/13	11/24-28	12/19-1/2	10/31, 1/28	2/16-20	4/3-10	6/5
BALLICO-CRESSEY ELEMENTARY	08/13	11/24/28	12/22-1/2	9/2, 1/20	2/16-20	4/6-10	6/3
DELHI UNIFIED	8/5	11/24-28	12/15-1/2	10/6, 1/5	2/13-16	4/3-10	5/29
DOS PALOS-ORO LOMA JOINT UNIFIED	8/11	11/24-28	12/22-1/9	10/17, 3/27	2/9, 2/16	4/3-10	6/4
EL NIDO ELEMENTARY	8/7	11/24-28	12/19-1/9	10/6, 11/10	2/16-20	4/3-10	6/5
GUSTINE UNIFIED	8/13	11/24-28	12/22-1/6	10/22	2/16-20	4/3-10	6/5
HILMAR UNIFIED	8/14	11/24-28	12/22-1/5	10/6, 11/10	2/13-17	4/3-10	6/4
LE GRAND UNION ELEMENTARY	8/7	11/24-28	12/22-1/9	10/6, 11/10	2/16-20	4/3-10	6/5
LE GRAND UNION HIGH	8/6	11/24-28	12/21-1/9	11/10	2/16, 2/17	4/6-10	5/29
LIVINGSTON UNION ELEMENTARY	8/11	11/24-28	12/19-1/2	10/17, 11/10, 3/20	2/16-2/20	4/6-10	6/3
LOS BANOS UNIFIED - ELEMENTARY	8/12	11/24-28	12/22-1/9	11/10, 5/1	2/9, 2/16	3/30-4/6	6/5
LOS BANOS UNIFIED - JR. HIGH & HIGH SCHOOL	8/11	11/24-28	12/22-1/9	11/10, 5/1	2/9, 2/16	3/30-4/6	6/4
MCSWAIN UNION ELEMENTARY	8/13	11/21-28	12/18-1/6	11/10	2/16-20	4/3-10	6/10
MERCED CITY ELEMENTARY	8/13	11/24-28	12/18-1/2	11/10	2/16-20	4/3-10	6/5
MERCED RIVER UNION ELEMENTARY	8/13	11/24-28	12/22-1/2	10/17, 3/9	2/16-20	4/3-10	6/5
MERCED UNION HIGH	8/13	11/24-28	12/19-1/2	11/10	2/16-20	4/3-10	6/4
PLAINSBURG UNION ELEMENTARY	8/14	11/24-28	12/22-1/4		2/16-20	4/3-4/10	6/3
PLANADA ELEMENTARY	8/11	11/24-28	12/22-1/9		2/16-20	4/6-10	6/4
SNELLING-MERCED FALLS UNION ELEMENTARY	8/13	11/24-28	12/19-1/2	11/10	2/16-20	4/3-10	6/4
WEAVER UNION (YEAR ROUND)	7/24	11/24-28	12/18-1/2	11/10	2/16-20	4/3-10	6/5
WINTON	8/13	11/24-28	12/19-1/2	11/10	2/16-20	4/6-10	6/4

MCOE Board Agenda Packet 6.16.2025 Page 30 of 116

All Schools Closed: Independence Day **July 4** | Labor Day **Sept. 1** | Veteran's Day **Nov. 11** | Christmas Day **Dec. 25** | ML King Day **Jan. 19** | Memorial Day **May 25** | Juneteenth **June 19**

Revised 6/16/2025

2025-26 MERCED COUNTY SCHOOLS ACADEMIC CALENDAR

MERCED COUNTY Office of Education
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County Superintendent of Schools

MERCED COUNTY OFFICE OF EDUCATION SCHOOLS	OPEN	THANKSGIVING	WINTER BREAK	OTHER NON-INSTRUCTIONAL DAYS	FEBRUARY RECESS	SPRING BREAK	LAST DAY
CHARTER SCHOOLS:							
COME BACK SCHOOL	8/11	11/24-28	12/19-1/2	12/19-1/2	2/16-20	4/3-10	6/4
MERCED SCHOLARS -ATWATER	8/11	11/24-28	12/19-1/2	10/27, 11/10	2/16-20	4/3-10	6/4
MERCED SCHOLARS SCHOOL (DLI)	8/11	11/24-28	12/19-1/2	10/27, 11/10	2/16-20	4/3-10	6/4
HEAD START							
Please visit **www.mcoe.org/headstart**							
SPECIAL EDUCATION SCHOOLS:							
ATWATER	8/13	11/24-28	12/19-1/2	10/31, 1/28	2/16-20	4/3-10	6/5
DELHI	8/13	11/24-28	12/15-1/2		2/13, 2/16	4/3-10	6/4
DOS PALOS	8/13	11/24-28	12/22-1/9	10/17	2/9, 2/16	4/3-10	6/5
LIVINGSTON (SELMA HERNDON)	8/13	11/24-28	12/19-1/2	10/17, 11/10, 3/20	2/16-20	4/6-10	6/5
LOS BANOS	8/13	11/24-28	12/22-1/9	11/10, 5/1	2/9, 2/16	3/30-4/3	6/5
LOS BANOS (ROMERO)	8/13	11/24-28	12/22-1/6	11/22	2/16-20	4/3-10	6/5
SCHELBY & HOPETON	8/13	11/24-28	12/18-1/2	11/10	2/16-20	4/3-10	6/5
MERCED (MUHSD & MCSD)	8/13	11/24-28	12/18-1/2	11/10	2/16-20	4/3-10	6/5
WINTON (FRANK SPARKES/WINFIELD/WMS)	8/13	11/24-28	12/19-1/2	11/10	2/16-20	4/3-10	6/4
VALLEY COMMUNITY SCHOOLS:							
ATWATER (*LEE ANDERSEN*)	8/11	11/24-28	12/19	10/27, 11/10	2/16-20	4/3-10	6/4
JUVENILE HALL	8/11	11/27-28	12/24-25	10/27, 11/10	2/9, 2/16		6/29
LOS BANOS	8/11	11/24-28	12/19-1/2	10/27, 11/10	2/16-20	3/30-4/3	6/4
MERCED (*WARDROBE*)	8/11	11/24-28	12/19-1/2	10/27, 11/10	2/16-20	4/3-10	6/4
HIGHER EDUCATION							
MERCED COMMUNITY COLLEGE	8/25	11/27-28	12/25-1/1		2/13, 2/16	4/3	5/1
UNIVERSITY OF CALIFORNIA – MERCED	8/20	11/26-28	12/19-1/13		2/16	3/23-26	5/15

MCOE Board Agenda Packet 6/16/2025 Page 99 of 416

All Schools Closed: Independence Day **July 4** | Labor Day **Sept. 1** | Veteran's Day **Nov. 10** | Christmas Day **Dec. 25** | ML King Day **Jan. 15** | Memorial Day **May 27** | Juneteenth **June 19**

Merced County Board of Education

Business Items for Action

MERCED COUNTY
Office of Education
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Local Control Accountability Plan (LCAP) Budget Overview for Parents. Merced Scholars Charter School, Come Back Charter School, and Merced County Office of Education Community.

BUDGET OVERVIEW FOR PARENTS

School Year 2025-2026

Presented by Joseph Oh, Coordinator - Educational Services

Public Hearing on June 09, 2025

Budgets can be found on our website at:

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

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

School Year
2025/2026

Date of Board Approval
6/16/2025

LEA Name
Merced County Office of Education

CDS Code:
24 10249 0000000

Link to the LCAP:
(optional)
https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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

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

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

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

Strategy

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

The Merced County Office of Education (MCOE) Local Control Accountability Plan (LCAP) is the primary strategic planning document. The LCAP is arranged by four goals as established by stakeholder input and the governing board.

Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.
Goal 2 - Broad: Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.
Goal 3 - Focused: Decrease the number of chronically absent students (10 or more absences in the Fall semester) by 7% by 2027, as measured by local data from our SIS monitored on a quarterly basis.
Goal 4 -Maintenance: Merced COE will maintain facilities in good repair and provide coordinating services in support of Foster Youth and Expelled Youth.
Goals 5-8 are Equity Multiplier only.

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such as English Learners, Foster Youth, Students from Low-Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

Several LCAP goals are funded partially or wholly with federal funds in order to enhance the level of services provided for its target group populations. The federal funds are reviewed with the District English Learner Advisory Committee and District Advisory Committee each year through the annual LCAP stakeholder engagement and comprehensive needs assessment process. Reports to the Governing Board regarding the Consolidated Application for federal funds are conducted annually.

Alignment

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

Our LCAP is a single plan that guides the use of all funds available to MCOE, including LCFF (including supplemental and concentration funds), state grants, federal Title I, Title II, Title III, and Title IV, smaller grants, and other funds available to MCOE.

LCAP actions are determined by the annual comprehensive needs assessment and stakeholder engagement process. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input is obtained from the following committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC).

Monitoring metrics are found throughout the LCAP attached to each of the goals. Once needs are identified, qualifying funding is assigned to carry out the actions. Federal funding is placed alongside state funding to enhance various actions.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The low income measure selected in the Consolidated Application and Reporting System (CARS) system for Title I, Part A school allocations was the free/reduced price meals. Student counts entered were for the current year 2025/26.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced COE conducted an analysis of educators' credentials and assignments to identify disparities that result in low-income and minority students being taught at higher rates than other students in MCOE programs.

The MCOE Special Education programs serve students with moderate to severe disabilities and students needing intensive social/emotional/behavioral interventions. MCOE classes have an average of 12 students per classroom. MCOE Special Education classrooms consist of grade spans, not one grade per classroom.

Student Programs serves students from TK-12th grade in Valley Community Schools, Juvenile Court School, and two Charter schools. Students in Valley Community schools (Grades 6-12) are referred by their District of Residence and need additional support in place to become successful in their program requirements and in turn, be able to return to their district. These classrooms consist of grade spans, not one grade per classroom. The students in Juvenile Court School are educated in a facility provided by Merced County in mixed grade level wings. One Charter school serves TK-12th grades and is nonclassroom based and the other serves adults 18+ and is also nonclassroom based. For the 2022/23 school year, a Dual Language Immersion program in Spanish and Hmong was added to the Charter School serving grades TK-1. Every year another grade level will be added and every effort is made to hire effective, experienced teachers to provide instruction to our students. The school will continue into the 2025/26 school year with the Spanish DLI.

The analysis included the identification of low-income students taught by inexperienced teachers. MCOE defines inexperienced teachers as those who hold a Provisional Internship Permit (PIP), Short-Term Staff Permit (STSP), or are participating in an approved/accredited Intern Program. The data on the number of PIPs, STSPs, and Interns working in the MCOE programs came from CDE's SARC website (www.sarconline.org). Data was also gathered from the MCOE

Human Resources Credential Analyst's list of teacher credentials and permits which is updated monthly based on credentials and permits on file with the California Commission on Teacher Credentialing.

After a close analysis of credential data and the number of low-income students enrolled in MCOE programs, it has been determined that in 2022-2023 according to DataQuest, 41.1% have a clear credential, 33.4% are out of field, 1.7% are interns, 11.4% are incomplete, and 12.2% of MCOE teachers are defined as ineffective.

In 2024/2025, CALPADS also shows that for our MCOE programs, 305 out of 401 (75%) of our students on Census Day were considered to be socio-economically disadvantaged. The data also shows that 91.3% of our students are considered to be minorities and 93.4% of MCOE students who are in a minority subgroup are also considered socioeconomically disadvantaged.

MCOE has engaged the Special Education Advisory Committee (SEAC), District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Administrators and MCOE staff to identify strategies to address the disparities listed above. SEAC meetings are held monthly and the other meetings are held throughout the year. The coordinator of the Educational Specialist Interim Program has attended several SEAC meetings to discuss recruitment, retention, and/or training of Special Education teachers. The agendas for these meetings include ongoing topics to address the professional development and support needs of teachers. Occasionally other content coordinators are invited to present credentialing information on current requirements.

MCOE strives to employ highly qualified teachers to equip students to achieve at high levels in preparation for college and career and to meet the needs of our students with moderate to severe disabilities. Professional development is an ongoing commitment for all teachers. MCOE also provides experienced coaches and mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in the MCOE Teacher Induction Program. Teachers on Special Assignment (TOSA) positions are hired to focus on supporting the teachers on provisional and short-term permits and intern credentials. MCOE recognizes the need for special education teachers statewide and therefore provides tuition assistance for current teachers to obtain a special education credential or added authorizations to provide specialized services to students. MCOE has also developed and implemented an Education Specialist Credential program that will be housed at MCOE. This will allow staff pursuing their Education Specialist Credential the convenience of attending classes locally.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or

	she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

MCOE has two schools currently identified for Comprehensive Support and Improvement (CSI). Valley Community School Merced and Merced County Special Education are identified for low graduation rate. MCOE involves parents and family members in jointly developing the CSI Plan within the School Plan for Student Achievement (SPSA). Parents and students provide input and recommendations to the CSI plan through various committee meetings. We actively recruit for a diverse parent group to be represented. Through these various committee meetings, parents provide feedback and planning support which leads to a jointly developed CSI Plan to overcome barriers to graduation, academic performance, and academic engagement. We do not have any schools identified for ATSI or TSI.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA parent and family engagement policy is distributed to all parents as part of our Annual Notice to Parents. The policy is currently being revised and will be disseminated to all families once approved by the Superintendent. It is based on Board Policy and Administrative Regulations to ensure compliance with federal/state regulations. It is reviewed and updated annually based on feedback from parent advisory groups such as SSC, ELAC, DELAC, and during the Title I Parent Meeting. At this meeting parent rights and involvement are explained, CAASPP data for ELA and Math Alternate ELPAC, and ELPAC are reviewed. The site administrators review chronic absenteeism, suspension, and expulsion rates, LCAP goals, and explain how funds are used at the school site. This increases parents' understanding of data and programs, and their involvement in helping meet those expectations. Connections and relationships are built at this time. During a family orientation with the site administrators, expectations, policies, and procedures are reviewed. Counselors meet with students to develop an ILP (Individual Learning Plan) which includes a review of transcripts, remaining credits, and post-high school plans. For state assessments, parents receive Student Score Reports which explain performance on CAASPP/ELPAC and Alternate ELPAC compared to state proficiency expectations. They have an opportunity to ask staff questions about student progress through email, phone, or in-person conferences. Parents can access Aeries to see attendance and grades. Report cards are sent quarterly so parents can monitor academic progress. Independent Study (IS) students are assigned devices to be taken home with MiFi routers to access school programs from home and complete work. During enrollment, there is a tutorial provided to families. A parent activities calendar is created and distributed to parents at the beginning of the school year during orientation. Events are held to promote positive school culture. We encourage our parents to join PLTI (Parent Leadership Training Institute) from Early Education to increase parent/child interactions, quality programs and provide them with tools to become leaders for their children. We have held FAFSA (Free Application for Federal Student Aid), college-going, and Gang Awareness workshops. We are partnering with other local agencies to provide educational presentations to parent groups, including Tobacco Education. MCOE educates our leadership group during monthly training and meetings on the value of family engagement and involvement in parent programs. Principals are provided step-by-step instruction and provided guidelines on how to run successful and compliant SSC and ELAC committees. They are also provided models for required school-level plans for parent involvement. Our Leadership group educates their certificated and classified staff during staff meetings and activities on the importance of parent and family involvement. For example, procedures for parent volunteers in classrooms are provided to teachers. Site leaders work with office support on how to communicate with families and with parent groups in various committees to listen to and inform how schools can support parents in feeling like an equal partner for the success of their child. Sites survey parents to determine information, skills, and support needs for participation including activities to help parents support student learning and development at home. SSC and ELAC parent committee members will work alongside school staff to provide training on their different cultures and traditions for staff to be more culturally responsive in the school environment. MCOE, in conjunction with our local community college, promotes a Customer Service Academy for the professional development of all of our staff in learning how to build relationships with our parents and families. MCOE holds quarterly secretary and registrar meetings to provide education on how to increase communication and create a welcoming environment for families and students. Special Education staff receive training and coaching on how to work with parents through the IEP (Individualized Education Program) process. The IEP team provides clear explanations during the process to ensure understanding and follows a guide to ensure no steps are overlooked. An interpreter is present at the IEP meetings for non- English speaking parents. It is important to periodically ensure the parent or guardian is understanding and asking any questions they may have to make informed decisions. MCOE provides reasonable accommodations to parents and family members. MCOE meets with families of migrant students to inform parents of the effects of lack of consistent schooling and how to support their children in the transition in and out of school. Notifications are sent in multiple languages. Bilingual aides, located at every campus, assist with interpretation for meetings, conferences with teachers. Staff translate documents for

parents/guardians relating to school notices, student reports, and/or IEP documents. Parents of EL students receive an annual notice of their child's language proficiency and are included in the process for reclassification. All campuses are accessible to those who use mobility devices and we can provide assisted listening devices to parents with hearing impairments.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

The MCOE schools participating in programs funded through the consolidated application process develop a School Plan for Student Achievement (SPSA). The content of the SPSA is aligned with LCAP goals for improving student achievement and addresses how funds will be used to improve academic performance.

To prepare students for 21st-century skills and academic performance, increased access to technology devices are provided for instructional learning and enrichment purposes in classrooms. The use of digital resources allows for personalization and differentiation of instruction for students, resulting in higher engagement in learning. Teachers are educational coaches and facilitators guiding students through their personalized learning experiences using online tools and resources.

To strengthen the academic program, ongoing professional development and teacher collaboration time is provided to support the implementation of instruction aligned to California content standards, review student progress to inform instruction, and development of curriculum-embedded assessments. Tutoring and mentoring opportunities are provided for students to increase academic performance. To support student academic engagement, motivation, and social-emotional confidence, students are provided with extracurricular and enrichment opportunities, such as: academic decathlon, sports, music, STEAM, robotics, and life skills training.

The MCOE Special Education Department provides the MCOE Tiered Academic and Behavioral Support (TABS) program for students with moderate to severe disabilities. TABS is a program-wide best practices model program for students with severe disabilities (preschool to age 22) that uses a systems approach (a group of individuals who work together to achieve a common goal) and evidence-based practices (refers to strategies, processes, and curricula for which information exists to support adoption and sustained use) in collaboration with families and agencies to maximize opportunities for all students to achieve academic, behavior, social, functional and communication skills competence. The TABS program focuses on the following areas:

- Education and student preparation for community, vocational and independent living into adulthood.
- Emphasis on standards-based instruction.
- Maximize student success/performance on IEP Goals.
- Assist and support teachers/instructional staff on best practices to support both whole class and individual needs.

In addition, MCOE Special Education provides the MCOE Sierra Program for students with a diagnosis of emotional disturbance. The premise behind the Sierra Program is very similar to the TABS program with the following additions:

- Emphasis on increasing student social skills (social, emotional, and behavioral) performance.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Special Education: The MCOE Special Education programs have developed a plan based on the analysis of State and local benchmark assessment data, as well as an analysis of common areas of need from students' Individualized Education Program (IEP). The plan also includes feedback from stakeholder groups, including parents and local agencies, to develop and enhance programs and services for our students with disabilities.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MCOE identifies homeless students through a self-identification process during enrollment and throughout the school year. When the school becomes aware of a change in student's living situation and meets the definition of being homeless per the McKinney Vento Homeless Assistance Act, students are provided with resources, services, and referrals as appropriate.
Homeless school-aged children receive equal access to the same free and appropriate public education that is provided to non-homeless students. The school provides resources and removes barriers to enrollment, attendance, and academic success to ensure homeless students are not stigmatized in the school environment. The following support is provided to students:

- immediate enrollment - removing enrollment barriers, including missed application or enrollment deadlines, records required for enrollment, including immunization or other required health records, proof of residency, or academic records
- appropriate educational placement and academic interventions as necessary for academic achievement
- proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial) records and grades
- identification of students experiencing homelessness and ensuring the privacy of student records, including information about a homeless child's living situation
- awareness and training for school staff on support to be provided to students and parents in transition
- transportation assistance to the school of origin, even if the student becomes permanently housed during the school year
- provide assistance with backpacks, school supplies, hygiene kits, and emergency clothing and shoes
- provide support with higher education and vocational pursuits for graduating seniors experiencing homelessness by providing opportunities to obtain scholarships and supporting documentation for FAFSA
- provide medical, dental, and mental health referrals, in addition to other school/community services.
- provide special education services as designated in the student's IEP.

Student Transitions

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

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

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

School counselors meet with all students annually to develop an individualized learning plan for high school graduation and post-secondary goals. Meetings will include relevant information around post-secondary college and career options and resources as individualized to each student's interests.

The MCOE has a local partnership with the local community college to provide concurrent and dual enrollment courses for high school students. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

For students on an Individualized Education Program (IEP), the IEP team determines the appropriate transition plan that best meets the strengths and needs of the individual student.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The court and community school programs support the integration and transition of neglected, delinquent, and at-risk students who are expelled, in foster care, low income and English Learners to be prepared for college and career. The program monitors and analyzes data trends (attendance, academic achievement, and behavior) to guide effective student support and intervention efforts. Certificated and classified support employees with appropriate skills, credentials, and authorizations to work with students are employed to support students in increasing academic, behavioral, and social-emotional outcomes.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The formal Memorandum of Understanding between the Merced County Office of Education and Merced County Probation includes the following collaborative services:

- Provide instruction by appropriately credentialed and/or authorized teachers;
- Provide a minimum of 240 minutes of daily instructional time;
- Provide year-round instruction Monday-Friday, excluding MCOE holidays and professional development days;
- Provide ongoing professional development to MCOE instructional staff related to curriculum and instructional strategies;
- Provide standards-based board adopted instructional materials and instructional technology;
- Identify youth with special needs, such as special education, 504 plans, and English Language Development, and provide appropriate services to such youth;
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff;
- Comply with Title 15 regulations for the education of youth incarcerated in the juvenile justice facility;
- Maintain safety and security of the juvenile court school;
- Provide adequate classroom space;
- Provide a daily list of students attending school;
- Provide written guidelines and formal trainings to MCOE staff and substitute teachers on Juvenile Hall policy and procedures, and restrictions and prohibitions when working in a correctional complex;
- Encourage parent involvement through attendance at Individualized Education Program (IEP) meetings, graduations, and transition planning meetings;
- Collaborate and communicate with district schools to ensure released students attend their district schools;
- Provide professional development and collaboration in the development of a Behavioral Management System;
- Conduct regularly scheduled staff meetings to identify and implement ways to deliver the instructional program in a comprehensive, coordinated, and collaborative manner, make more effective use of the school day, discuss student performance and achievement, and provide information relevant to the needs of the instructional and correctional staff;
- Share confidential student information and records that are relevant to their legitimate educational interest or other legally authorized purpose; and
- Provide additional supports to assist in successful transition back to a student's district school through an after school program that includes workshops, extracurricular activities, mentoring, tutoring, and study trips.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MCOE follows all local, state, and federal guidelines for an LEA. Court and community schools are WASC accredited. All schools follow the California state standards, CDE mandated assessments, accountability measures, and funding requirements. Ongoing board reports on student academic progress, LCAP goals and action plans, local indicator results, and other accountability measures are made.

The MCOE continues to implement, develop and refine a Multi-tiered Intervention and Support System (MTSS) that includes services to address the academic, behavioral, and social-emotional needs of students.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Multi-Disciplinary Team (MDT) meetings are held to support successful transitions when students exit the court school. The stakeholders at the MDT meetings may include the student, parent/guardian/educational rights holder, Probation Officer, court school counselor, court school principal, receiving school district personnel, and mental health clinician. School staff engage in a 90-day follow-up after students exit the court or community school. Partnership meetings with juvenile court judges, court officers, school representatives, and Health and Human Services are held throughout the year. Enrollment and exit communications are sent to partner school districts to coordinate re-enrollment upon release.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students entering the court and community schools come from challenged backgrounds. The academic careers of most students have been negatively impacted by one or more of the following barriers to success:

- lack of basic academic skills
- truancy
- social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status)
- substance abuse and addiction
- criminal activity.

The student population is highly transient. Students are typically enrolled for a few days up to one semester and sometimes longer (until graduation). The goal of the court and community schools is to help these students continue their education by attending school on a regular basis, earning credits towards graduation, and being model citizens.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Multi-Disciplinary Team (MDT) meetings are held to coordinate services including, but not limited to the following: mental health, health and human services, probation, school placement, student/family needs, pregnant/teen parenting resources, medical, nutrition, and special education. School administrators and counselors refer students and families to needed resources and support through community agencies.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE has a partnership with the local community college to provide concurrent enrollment courses for high school students and is seeking a partnership to also offer dual enrollment. School counselors work with College counselors and students for enrollment.

We have a partnership with the California Student Opportunity and Access Program (Cal-SOAP) to provide tutors and mentors on school campuses to support a college- and career-going culture. These tutors and mentors are recruited from the local community college, CSU Stanislaus, Fresno Pacific, and UC Merced.

A variety of Career Technical Education (CTE) pathways are provided at all court and community school campuses to increase student vocational skills. Current CTE pathways include:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing
- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy

- career industry trends and opportunities

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents are encouraged to participate on formal and informal committees, such as SSC, ELAC, DELAC, DAC. Schools use Parent Square for communications to parents regarding school events, resources, and parent involvement opportunities. Each campus employs a Bilingual Instructional Aide to provide translation and interpretation services for parents. The Parent Portal is available for parents to review their child's educational information, including grades, attendance, and academic achievement on assessments. Parents are active participants in 504 meetings and IEP meetings. Parents are invited to attend family events, such as back-to-school night, awards ceremonies, college and career days, and graduation.

Parents are encouraged to participate in educational opportunities, such as the Parent Leadership Training Institute (PLTI). The PLTI provides parents with a 20-week course that includes, self-perception and leadership, government, policy and media, and culminates in a community project to apply the new skills within a community context. Additionally, parents are encouraged to participate in an annual parent conference called the Parent Institute. The parent institute includes workshop topics such as the importance of attending school, gang awareness, the juvenile justice system, parenting skills, parent-teacher conferences, and others.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Federal funds are used to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students, especially those in student target groups, such as English Learners, Foster Youth, Students from Low Income families, and Students with Exceptional Needs, in meeting challenging state academic standards, as reflected in our LCAP. The decision on how to use the funds is made after an analysis of student data and other pertinent data. The primary student data analyzed come from the California School Dashboard, which includes: ELA and math academic performance, suspension rate, chronic absenteeism rate, EL performance, and graduation rate. We also developed a local data plan with additional measurements, including local academic assessments, attendance rates, credit completion rates and more, to help identify areas needing support. The data is analyzed by staff and stakeholders to determine what is of greatest need in the LEA. The data analysis is also important in being able to identify areas of strength so the LEA can continue the strategies.

The MCOE offers CTE courses and career readiness programs to provide students with career exploration and work-based learning opportunities. The following career pathways are provided at court and community schools:

- Construction
- Environmental/Ornamental Horticulture
- Robotics & Coding
- Business Marketing

- Computer Applications/Programming
- Law Enforcement
- Digital Media Arts
- Health

Career Technicians also provide career preparedness workshops for students such as:

- resume writing
- mock interviews
- career portfolios
- financial literacy
- career industry trends and opportunities

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School personnel is a part of the Multidisciplinary Team (MDT) meetings held to support successful transitions when students exit the court school. School personnel and Probation officers work together to discuss the educational, behavioral, and social-emotional needs of students. Students recently released from the court school are enrolled in the RISE Program, a supplemental transition program held after school in collaboration with the community school. Students are provided with educational workshops and enrichment opportunities to reduce recidivism.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

When a student with an Individualized Education Program (IEP) enters and exits the court and community school programs, a transitional IEP meeting is held to discuss needs and services. The IEP team includes the student, parent, district of residence personnel, court/community school personnel, and any staff that is needed.

Probation and Court school personnel are in daily communications regarding students entering and exiting the juvenile justice facility, including educational placement decisions.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Merced County recognizes the need for educational services for all students, including expelled students. It is important to provide support and service to students while recognizing the rights of others to be safe. Within Merced County, there are opportunities for students who are in need of alternative educational programs.

Merced County Office of Education (MCOE) offers options via court and community school programs. Local school districts also offer educational alternatives for students. MCOE and local school districts work together to provide a range of services for students based on need.

Each school district shall ensure that instructional services are provided for pupils who have been recommended for expulsion hearing and/or awaiting placement. A student whose behavior has resulted in expulsion, including a stipulated expulsion, shall be given a rehabilitation plan that is designed by the district of residence. Student progress towards meeting the requirements of the rehabilitation plan should be monitored by the district of residence and the site of placement. Appropriate documentation shall be maintained by the school of placement and presented to the district of residence upon a recommendation to return to the district.

The governing board of each school district will determine which educational alternatives are appropriate and available for expelled youth. Educational alternatives throughout Merced County for students recommended for expulsion include, but are not limited to, the following options:

- Expulsion, suspended order, with placement on the same campus. E.C. 48917(a)
- Expulsion, suspended order, with placement on a different school campus within the district. E.C. 48917(a)
- Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.
- Expulsion, suspended order, with subsequent transfer to another district.
- Expulsion with referral to a district community day school, if available.
- Expulsion, suspended order, with subsequent transfer to a charter school
- Expulsion, suspended order, with subsequent transfer to non-public school
- Expulsion with subsequent transfer to another district
- Expulsion with subsequent transfer to a charter school
- Expulsion with subsequent transfer to a non-public school
- Expulsion with referral to the Merced County Office of Education Valley Community School Program (grades 6-12)

Parents may elect to enroll in a charter or non-public school. While charter schools are cost-free public schools, any costs associated with non-public schools are the responsibility of the parent. School districts will always offer a public school option for expelled students.

The Merced County Office of Education (MCOE) is committed to providing educational services for students expelled or referred from Merced County school districts. Educational services for expelled Merced County students are provided through Valley Community School (VCS). Additionally, expelled students who are in custody while awaiting adjudication, or who are wards of the juvenile court serving a commitment in the Merced County Iris Garrett Juvenile Justice Complex are provided educational services through the Court School.

A collaborative effort will be made to address the underlying causes and in an effort to identify additional services which will serve the student’s academic and behavioral needs. The county and district will exhaust their existing options, such as:

- VCS may provide a modified schedule for students.
- Referral to the VCS Independent Study program.
- Collaborate with partner agencies such as Probation, SARB, SELPA, and Behavioral Health to determine an educational program that will provide the student with educational options.
- The district may approve additional services such as additional support staff dedicated to the student, or augmented social-emotional or substance interventions beyond what is already provided at VCS.
- The district may approve alternative placement such as a non-public school or camp setting with more restrictive settings.
- Students can apply to a charter school or private school where any costs would be borne by the parent.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Merced County Office of Education (MCOE) maintains a robust system of professional growth and improvement for teachers, principals, and other educational leaders, aligned with its Local Control and Accountability Plan (LCAP) goals. This system is rooted in California's Professional Standards for Teachers and the California Professional Standards for Education Leaders (CPSELs), emphasizing continuous learning and professional development (PD) across all levels of experience and roles.

For teachers, evaluations are conducted every two years and include classroom observations, reflective conferences, and self-directed professional goal setting. This structured process fosters a culture of continuous improvement, encouraging educators to reflect on their practice and establish future goals. New teachers are supported through the MCOE Teacher Induction Program (TIP), which pairs them with mentor teachers for regular guidance, observation, and the completion of induction requirements.

Additionally, the MCOE Special Education Department uses Title II funds to provide experienced coaches and mentors for all teachers who have provisional and short-term permits, intern credentials, and teachers participating in MCOE TIP.

MCOE offers opportunities for career advancement and compensation through PD. Teachers may earn higher education units—chosen by teachers and approved by administration—that count toward salary advancement. These opportunities include coursework in both academic instruction and social-emotional learning. To address the statewide need for special education teachers, MCOE provides tuition assistance and has launched a locally housed Education Specialist Credential program, giving staff the opportunity to complete credentialing coursework conveniently and affordably. Teachers also have pathways into leadership, with roles such as Curriculum Leads, WASC Leads, and Administrator Designees providing opportunities to contribute to schoolwide initiatives and student achievement. Ongoing training is offered through MCOE's Leadership and Systems office, with annual PD opportunities such as Positive Behavioral Interventions and Supports (PBIS), curriculum implementation support, and technology integration.

MCOE also invests in supporting long-term substitutes by offering stipends to experienced teachers who mentor and assist substitutes with classroom responsibilities and student needs.

For educators seeking administrative roles, the MCOE Preliminary Administrative Services Credential program prepares aspiring leaders with the necessary tools and qualifications after five years of teaching experience. Administrative evaluations mirror the teacher evaluation process, following the CPSEL framework. Administrators set annual goals, reflect on their progress, and engage in evidence-based discussions with supervisors. New administrators participate in the two-year Clear Administrative Keys Program, which includes mentorship (minimum 40 hours per year), monthly seminars, professional development (at least 12 hours), and an Individualized Learning Plan (ILP) based on CPSELs.

The Leadership and Systems Division, along with District Support Services, provides a wide range of professional development opportunities designed to enhance the leadership capacity of administrators and managers. These offerings include training through a comprehensive Leadership Academy focused on developing effective leadership

skills, and workshops in Cognitive Coaching and Adaptive Schools. Additionally, targeted support is provided for instructional and assessment areas such as CAASPP, ELPAC, English Language Development (ELD), Social Emotional Learning (SEL), educational technology, and core academic subjects including mathematics and English language arts.

Beyond school principals, MCOE supports a broader network of school leaders. For example, the Data Manager participates in an annual Student Information System (SIS) conference to remain informed on system updates and shares relevant information with colleagues. Newly appointed Coordinators receive specialized training as Local Educational Agency (LEA) CAASPP and ELPAC Coordinators through a blend of in-person sessions and webcasts. Directors regularly attend regional, state, and legal workshops to stay current on educational law, compliance, and policy trends.

The County Superintendent emphasizes the importance of ongoing training, professional development, and networking as essential strategies to build a highly skilled and empowered leadership team. To ensure the quality and relevance of these offerings, feedback is collected after every training session. Participants provide anonymous input on content effectiveness, facilitation, usefulness of materials, and suggestions for improvement. This feedback is carefully analyzed and used to inform enhancements to future PD opportunities. Furthermore, MCOE systematically gathers and evaluates data to assess the effectiveness of all actions outlined in the LCAP, including professional development efforts. This evaluation informs continuous improvement cycles, ensuring PD offerings are aligned with the strategic goals of the LCAP and contribute meaningfully to student outcomes.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Valley Community School Merced and Merced County Special Education are identified for Comprehensive Support and Improvement (CSI) for low graduation rates.

Meaningful involvement of parents, students, certificated and classified staff, and other stakeholders was critical to the development of the CSI plans within the SPSAs. The CSI involvement and review process was aligned with MCOE's LCAP, LCAP Addendum, WASC, and School Plan for Student Achievement (SPSA) for a system-wide program to address the strengths and needs of the identified schools and LEA.

Funds are distributed to schools, and an expenditure plan is developed with stakeholder input. The annual comprehensive needs assessment process includes a review of professional development needs to support positive outcomes for high-need students and how funding resources will be prioritized to support such needs.

As a result of this annual comprehensive needs assessment, professional development and teacher collaboration time for implementation of California standards-aligned instruction, student progress reviews to inform instruction and development of curriculum-embedded assessments will be provided.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

MCOE conducts a comprehensive analysis of multiple data sources to inform decision-making and support continuous improvement. These data sources include the LEA and school-level California School Dashboards, professional development survey feedback, local assessment results, CAASPP scores in English Language Arts and Mathematics, ELPAC outcomes, suspension and chronic absenteeism rates, and student attendance data. Additionally, data from the Student Information System (SIS), Special Education Information System (SEIS), and CALPADS are regularly reviewed.

Stakeholder input is collected through a combination of in-person meetings and both paper-based and digital surveys. MCOE engages teachers, paraprofessionals, and classified staff during site-based staff meetings and structured Professional Learning Community (PLC) time. These sessions often involve collaborative review of Dashboard metrics and local assessment data to evaluate instructional practices and monitor student progress. Insights from these discussions are shared with the administrative leadership team to inform and adjust professional development offerings.

The Leadership Team, which includes both court & community as well as charter school leaders, further reviews data and program effectiveness during regular principal meetings. To ensure broad and inclusive engagement, MCOE hosts LCAP stakeholder input sessions throughout the year. Additional avenues for gathering feedback from parents and the broader community include School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council (DAC), and District English Learner Advisory Committee (DELAC) meetings. WASC Leadership Team meetings also serve as an important venue for collaborative stakeholder consultation and data review.

MCOE shares data and consults with its stakeholders during regular intervals of time planned at the beginning of the school year, and communicates in multiple ways to stakeholders. (written, calls, social media)
Staff meetings – weekly
Teacher PLC Collaboration – monthly
Leadership Meetings - monthly
Principal Meetings – monthly
SSC & ELAC – minimum 3 times per school year
DELAC & DAC – minimum 3 times per school year
LCAP Educational Partner Meetings – minimum 2 times per school year
WASC Leadership Team Meetings - in addition to Leadership meetings

Engaging stakeholders—including parents, students, certificated and classified staff, and community members—is essential to the development of a comprehensive, continuous improvement plan focused on addressing the needs of the most underserved students. The Leadership Team collaborates regularly with MCOE staff to review data and identify strategies to enhance academic outcomes at school sites.

Subject Matter Coordinators play a key role by delivering targeted training in English Language Arts (ELA), mathematics, English Language Development (ELD), and instructional technology. These sessions are designed to support instructional improvement in areas identified as priorities for growth. Teachers receive professional development in the implementation of current curriculum and instructional programs, including Edmentum, Apex, English 3D, and Unique Learning Systems, as well as support for local assessments such as STAR 360.

In addition to program-specific training, teachers are equipped with tools to interpret statewide assessment data, enabling them to make informed instructional decisions and determine appropriate next steps to improve student achievement.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Merced County Consortium will offer professional development in both Designated and Integrated English Language Development (ELD) for certificated and classified staff. These sessions are designed to enhance instructional practices and assessment strategies for supporting English Learners (ELs). Recognizing that a single approach does not meet the needs of all students, the consortium will provide a variety of training opportunities to address the diverse linguistic and academic needs of ELs.

Because language development occurs within and across all subject areas, professional development will emphasize the integration of language instruction throughout the curriculum. Training will be tailored to strengthen both Designated ELD and Integrated content-based ELD, ensuring EL students gain access to rigorous, standards-aligned instruction while developing their academic language proficiency in all content areas.

Certificated and classified staff will receive training in Universal Design for Learning (UDL) and the California English Learner Roadmap, both of which are grounded in current research on effective ELD practices. These trainings aim to support district and site administrators in the effective implementation of both Integrated and Designated ELD programs. Special education teachers, instructional aides, and administrators will also engage in ongoing professional development specifically focused on improving educational outcomes for English Learners with disabilities. This systematic approach ensures that ELD programs for all English Learners—including Newcomers and Long-Term English Learners (LTELs)—are continuously refined and enhanced. Within MCOE's Student Programs, supplemental curriculum materials and targeted training will be provided at school sites, with a particular emphasis on addressing the academic needs of LTELs, especially in the area of writing.

Ongoing classroom observations will be used to model and support practices that promote student engagement, academic discourse, inquiry, and critical thinking. These observations, along with structured grade-level planning through Professional Learning Communities (PLCs), will be used to strengthen instructional effectiveness throughout the learning cycle. Students will benefit from a rigorous, standards-based curriculum that is both relevant and intellectually rich, with intentional scaffolding to support comprehension, active participation, and mastery of grade-level content. Additionally, focus groups with English Learners will be conducted to gather student perspectives, identify areas of need, and ensure that support strategies are responsive and effective.

Ongoing professional development in the ELA/ELD curriculum will be offered to both teachers and paraprofessionals to ensure they are equipped to effectively utilize instructional resources that support English Learners' access to the full academic curriculum. Training will emphasize strategies for integrating task types that promote both language development and content mastery within Integrated and Designated ELD settings. Within the consortium, high schools have identified a need for targeted professional development in expository writing across all subject areas, including strategies such as note-taking that are essential for accessing and engaging with content across the curriculum.

Additionally, professional development in mathematics and Next Generation Science Standards (NGSS) will be prioritized for transitional kindergarten through grade 12. This includes training in lesson design, collaborative co-

teaching of model lessons, structured debriefing and feedback, and the use of formative assessment data to monitor English Learner progress and inform instruction.

The consortium has identified a need for professional development for both certificated and classified staff on effectively supporting English Learners in Special Education, particularly in the context of Section 504 plans, Individualized Education Programs (IEPs), and inclusive practices within general education settings. As part of a collaborative effort between Special Education and General Education staff, training will focus on developing appropriate language goals within IEPs to monitor and support language development. Furthermore, the consortium recognizes the importance of implementing targeted interventions that integrate both language and content objectives for English Learners with disabilities. These efforts will be embedded within the Multi-Tiered System of Supports (MTSS) framework and approached as a shared responsibility across instructional teams.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Merced County Consortium will develop and implement a strategic action plan to support immigrant students by providing both academic and social-emotional assistance during the instructional day and through afterschool enrichment programs. These supports are designed to ease the transition of immigrant students into U.S. schools and promote their overall adjustment and success.

Where feasible, students' home languages are recognized and leveraged as valuable tools for accessing academic content, supporting the development of English language proficiency, and fostering bilingual literacy.

Consortium high schools will enhance support for immigrant students, particularly those with limited time to meet graduation requirements, by offering targeted services such as academic tutorials, mentoring, and counseling. Additionally, participating high school districts will work to connect students and families with community-based organizations, institutions of higher education, and private sector partners experienced in serving immigrant populations, ensuring families are informed about available programs and resources.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under the Title III subgrant, participating districts in the consortium will implement a series of supplemental, research-based programs and activities specifically designed to support English Learners (ELs) in increasing their English language proficiency and meeting California's challenging academic standards. These initiatives are intentionally aligned with the four language domains—Listening, Speaking, Reading, and Writing—and aim to strengthen both language acquisition and academic content mastery.

Language instruction educational programs will be guided by the ELA/ELD Framework, the ELA/ELD Adoption Toolkit, the California ELD Standards, and the California Practitioners' Guide for Educating English Learners with Disabilities. These foundational resources will inform the selection of materials and the development of effective instructional practices across all content areas.

Title III funds will be used to supplement the core instructional program by enhancing English Learner engagement and access. Specifically, supplemental programming will include targeted use of Collaborative and Interpretive ELD Standards, ELD Connectors, and Productive ELD Standards to ensure that ELs are meaningfully included in rigorous, grade-level curriculum. These services are above and beyond the core offerings funded through state and local sources and are designed to remove language-related barriers while accelerating student success.

In support of holistic development, the consortium will strengthen partnerships with after-school programs, early childhood education providers, and other community-based entities. These collaborations are essential in creating a continuum of support for English Learners as they navigate both academic and social challenges.

Technology integration will be a key focus across TK–12 classrooms. Instructional strategies will include the use of assistive technologies and digital platforms to improve language access and content understanding. Digital literacy will be promoted to ensure English Learners are proficient in the tools required for computer-based assessments such as the ELPAC and Alternate ELPAC. These skills are foundational for preparing students to meet college- and career-readiness standards in a global, multilingual society.

To drive continuous improvement, the consortium will implement a Plan-Do-Study-Act (PDSA) cycle as part of its Title III efforts. This process will be used by educators and paraprofessionals to assess the effectiveness of instructional scaffolds and differentiated supports in both Integrated and Designated ELD contexts. Whether working with small groups or full classes, staff will use formative and summative assessment data to refine instruction and strengthen student outcomes.

Educational leaders across the consortium will also receive training to enhance their capacity to support ELs through valid assessment practices, data-informed instruction, and collaborative school improvement planning. The PDSA model will be extended to include inclusive practices for English Learners with disabilities, using a push-in model that fosters co-teaching and shared responsibility between general and special education staff.

These Title III-supported activities are strategically designed to supplement the core instructional program, ensure equity of access for English Learners, and foster the language and academic skills necessary for success in California's schools and beyond.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Participating districts within the consortium will continue to implement and refine a comprehensive English Learner (EL) program that aligns with the California ELA/ELD Framework, incorporates the ELD Standards, and leverages technology to support language development. This program will be delivered through both Designated and Integrated ELD instruction and supported by systematic data reviews based on ongoing assessments, including the ELPAC, Alternate ELPAC, and local benchmarks. Progress toward reclassification will be regularly monitored through structured data protocols, including student goal-setting sessions, teacher collaboration in grade-level PLCs, and administrative reviews during Leadership Team meetings.

As previously noted in the Programs and Activities section, the consortium will embed the Plan-Do-Study-Act (PDSA) cycle into instructional routines to ensure that students receive timely reteaching, reassessment, and academic support in all core content areas.

To ensure a unified understanding of language development expectations, paraprofessionals, teachers, and site and district administrators have received training on both the ELPAC and Alternate ELPAC assessments. This training is critical for making the connections between language acquisition, literacy development, and assessment performance. All staff members are expected to understand the task types and language demands reflected in these assessments, which are aligned with the ELD Standards and ELD Connectors. Instructional planning will be supported by key resources such as the ELPAC Practice Tests, the Parent Guide to Understanding the Summative ELPAC and Alternate ELPAC, promotional flyers, and the Accessibility Matrix. These tools are readily accessible through the ELPAC website at https://www.elpac.org/resources/parent-resources/.

Additionally, the consortium will evaluate and refine reclassification criteria for both general education and Special Education English Learners to ensure alignment with current California Department of Education (CDE) guidelines as outlined in the EL Master Plan. This plan promotes consistency and alignment in tracking student progress toward English proficiency. To support this effort, all educational stakeholders—including educators and administrators—will be trained to clearly articulate reclassification parameters and monitoring practices for Reclassified Fluent English Proficient (RFEP) students. Stakeholders will also be prepared to communicate this information effectively to students and families across all content areas.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE actively engages in community events to explore collaborative opportunities with local university students and explore ways they can support and enrich school programs. One such collaboration includes a partnership with MeTV to establish FabLabs at three school campuses. These makerspaces provide students with access to physical and virtual fabrication tools and promote the development of essential 21st-century skills through STEAM-focused, project-based learning. To support curriculum implementation, MCOE has partnered with Edmentum, Apex, and Unique Learning Systems to provide targeted training for staff on the use of newly adopted digital platforms across school sites. Additionally, MCOE collaborates with the local Department of Motor Vehicles (DMV) to deliver a standards-aligned Driver's Education program for students.

In support of student wellness, MCOE has partnered with Music Speaks to provide music therapy services aimed at enhancing students' health, functioning, and overall well-being. Students also engage in academic competitions facilitated by MCOE's Student Events department, and schools actively participate in sports education programs to promote physical development and teamwork.

To expand health education and prevention efforts, MCOE is exploring a partnership with the California Health Collaborative to raise awareness of the Tobacco Control Program across school communities. This partnership would offer student presentations, community outreach, youth engagement, educational materials, and workshops for parents.

MCOE's leadership team is also participating in focus groups with Merced County Behavioral Health and Recovery Services (BHRS) to provide input on emerging student needs observed on school campuses. Future collaboration may involve BHRS in initiatives aimed at reducing truancy and chronic absenteeism by addressing underlying causes contributing to student disengagement. Furthermore, MCOE's school psychologists and counselors have received training in Youth Mental Health First Aid and have delivered this training to site staff to enhance early identification and response to student mental health concerns.

Funding priorities, informed by stakeholder input collected through LCAP forums and surveys, highlighted the need for expanded extracurricular enrichment opportunities both during and beyond the traditional school day, including summer programs. In response, MCOE offers a range of enrichment activities such as Driver's Education and music therapy as part of after-school programming. Additional offerings include academic decathlon, athletics, culinary arts, visual and

performing arts, photography, STEAM, robotics, and essential life skills such as financial literacy, job readiness, job shadowing, and public speaking. These enrichment experiences aim to support student engagement and development. To further enhance physical education and student wellness, funds will also be used to purchase sports equipment and facilitate educational field trips. For students in Special Education, summer enrichment activities are specifically designed to promote social and academic growth.

To support a positive school climate, funds are allocated toward the implementation of Tier 1 and Tier 2 Positive Behavior Interventions and Supports (PBIS). Site administrators, counselors, teachers, and the leadership team have received training from MCOE to begin the rollout of PBIS at school sites. This proactive approach focuses on teaching behavioral expectations in the same way academic content is delivered—reinforcing appropriate behaviors and emphasizing prevention rather than punishment. The PBIS incentive system includes a custom-developed platform that tracks student progress and awards points for positive behavior. Additionally, the WhyTry curriculum is used in advisory classes to deliver two programs, including “Resilience for Youth,” which builds social-emotional skills and perseverance.

Mental health services also emerged as a critical need through stakeholder engagement. To meet this need, MCOE is contracting with external agencies to place mental health clinicians at school sites with day programs. Assemblies and presentations are provided to students, staff, and families on important topics such as bullying, cyberbullying, and suicide prevention. Clinical psychology interns offer counseling to Special Education students identified as requiring additional mental health support. School health aides are present at each site to address physical health concerns, helping to reduce absenteeism and support student well-being.

MCOE is expanding the integration of technology to enhance student learning and boost academic achievement. Each student has access to a device, providing individualized support for both instructional and enrichment activities. Funds are allocated to purchase personal MiFi devices to ensure students have reliable internet access at home, as well as to acquire necessary technology equipment, accessories, educational software, digital platforms, and online resources. The overarching goal is to build students’ educational technology proficiency and foster responsible digital citizenship through consistent and purposeful use of personal devices.

MCOE is investing funds to enhance campus safety and promote a secure learning environment. Security cameras have been installed at school sites, and two-way radios have been distributed to ensure efficient communication among staff. Yondr pouches are utilized with students in daily programs to secure cell phones and support the enforcement of behavioral expectations. We are also putting digital security measures into place such as Raptor to track visitors and Securly to monitor student device activity. To remain informed on current safety laws and best practices, staff members will attend annual school safety conferences.

These activities are directly aligned with needs expressed by students and families during LCAP stakeholder forums and through survey feedback. The goal is to foster student engagement and participation by offering activities that reflect their interests and needs. Student interest will be tracked through activity sign-ups and attendance records.

To evaluate the effectiveness of these initiatives, MCOE will collect feedback through LCAP stakeholder meetings, as well as surveys completed by students, families, and staff. Programs with high participation may be expanded to serve more students. For offerings with lower enrollment, MCOE will collaborate with stakeholders to assess the causes and consider adjustments, including the possibility of offering alternative activities that better align with student preferences and needs.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: To assess areas for improvement under Title IV, MCOE reviewed data from the California School Dashboard, Local Indicators reports, student participation metrics, and feedback gathered through surveys from staff, students, and families. Through this comprehensive review, educational partners identified College and Career Guidance, STEAM programs, and school events as the top three priority areas for enhancement.

Special Education: The review of Title IV activities in Special Education was informed by the 2024 California School Dashboard results in English Language Arts and Mathematics, along with departmental priorities. Given the notable improvement in ELA and Math outcomes for students with disabilities, as reflected in the 2024 Dashboard, well-rounded education activities were not identified as a priority area for further development at this time.

What activities will be included within the support for a well-rounded education?

Student Programs: In this area, we will provide education field trips, STEAM activities for schools, including music and arts, and Career and Technical Education and Guidance for our students.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities will be evaluated with qualitative feedback from the school sites, participation rate for school events, and the annual educational partner feedback surveys providing in the spring.

Special Education: The program activities will be monitored using the CA School Dashboard ELA and Math data and qualitative feedback to determine future planning.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: To evaluate areas for improvement under Title IV, MCOE reviewed data from the California School Dashboard, Local Indicators reports, student participation records, and survey responses from staff, students, and families. Based on this analysis, educational partners identified Drug and Violence Prevention programs and Mental Health Services as the two highest-priority areas for enhancement.

Special Education: Improvement needs for Special Education were assessed using suspension data from the California School Dashboard and internal departmental priorities. This review identified school safety as the primary area of focus for Title IV support moving forward.

What activities will be included within the support for safety and health of students?

Student Programs: In this area we will provide sports equipment and materials for physical activity to promote a healthy lifestyle, promote a safe and inclusive school environment by providing campus supervisors with annual safety training,

provide workshops to educate students about the dangers of drugs, alcohol, and tobacco use and continue to provide mental health services as part of our MTSS system of services.

Special Education: A campus supervisor will be funded for school safety, and two-way radios were purchased for the Sierra Program, which focuses on students with an emotional disturbance disability.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities will be evaluated with qualitative feedback from the school sites, the participation rate for school events, and the annual educational partner feedback surveys provided in the spring.

Special Education: The program activities will be monitored using the CA School Dashboard suspension data and qualitative feedback to determine future planning.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student Programs: We used the CA School Dashboard, the Local Indicators reports, student participation data, and survey feedback from our staff, students, and families to examine needs for improvement in the activities provided under Title IV. Educational partners identified professional development and proper device use as the top two priority areas.

Special Education: To examine the improvement needs, we used the CA School Dashboard indicator data, and department priorities to explore the need for improvement in the activities provided under Title IV. The effective use of technology was not an identified need.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Student Programs: The program will replenish, replace and repair student devices and accessories with 15% of the funding annually as well as ensure the monitoring of the devices. We program our own internal training for the use of technology for instruction.

Special Education: There are not planned activities in the effective use of technology focus area.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student Programs: Activities and purchases will be evaluated with qualitative feedback from the school sites, the participation rate for school events, and the annual educational partner feedback surveys provided in the spring.

Special Education: The program activities will be monitored using qualitative feedback to determine future planning.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Student Programs: May 2025
Special Education: Qualitative feedback and parent and staff surveys April-May 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School - Atwater	24-10249-2430171	5-29-25	6-16-25

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Community School - Atwater for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Valley Community School - Atwater for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

Valley Community School Atwater operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School - Atwater consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:
-School Site Council -October 2024, February 2025, May 2025
-English Learner Advisory Committee October 2024, February 2025, May 2025
-Teaching Staff - through survey and staff meetings - August 2024 and ongoing
-Other Staff - through survey and staff meetings - August 2024 and ongoing
-Administration Team - through survey Leadership meetings, and Continuous Improvement sessions - August 2024 and ongoing
-Parents - through multiple surveys - August 2024 and ongoing
-Students - through surveys in spring 2025; Individual Learning Plan meetings with the counselor - August 2024 and ongoing; Empathy Interviews - Fall 2024
-Community - through surveys, webpage postings, Board meetings - August 2024 and ongoing

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Does not apply.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

No colored indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No colored indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The school's size for the previous year did not produce data on the CA School Dashboard for the 2023/24 school year, so we used our local data to conduct a needs assessment for our school. This analysis indicated that we have a high absenteeism rate (even though it has improved year after year) and a low number of students who meet the prepared definition for the College and Career Indicator (CCI), a low 4/5-year cohort graduation rate. We also have improvement targets on our Equity Multiplier goal for our local benchmark assessments in reading and math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Community School - Atwater. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	10.00%	11.11%	5.00%	1	1	6
Asian	%	0%	0.83%	0	0	1
Filipino	%	0%	%	0	0	
Hispanic/Latino	80.00%	66.67%	82.50%	8	6	99
Pacific Islander	%	0%	%	0	0	
White	10.00%	11.11%	10.00%	1	1	12
Two or More Races	%	11.11%	1.67%	0	1	2
Not Reported	%	0%	%	0	0	
			Total Enrollment	10	9	120

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7			2
Grade 8			11
Grade 9	1	1	5
Grade 10		3	19
Grade 11	4	5	43
Grade 12	5		40
Total Enrollment	10	9	120

Conclusions based on this data:

1. Total enrollment has increased greatly.
2. The high school grade levels have increased the most.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	2	2	23	20.0%	22.2%	19.2%
Fluent English Proficient (FEP)	2	3	40	20.0%	33.3%	33.3%

Conclusions based on this data:

1. The percent of English Learners have decreased.
2. The number of FEP remained the same.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*			
Grade 6			4			*			*			
Grade 7			11			11			11			100
Grade 8			17			16			16			94.1
Grade 11	*	5	53	*	5	50	*	5	50		100.0	94.3
All Grades	*	5	88	*	5	83	*	5	83		100.0	94.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			2393.			0.00			18.18			0.00			81.82
Grade 8			2424.			6.25			0.00			6.25			87.50
Grade 11	*	*	2447.	*	*	0.00	*	*	6.00	*	*	30.00	*	*	64.00
All Grades	N/A	N/A	N/A	*	*	1.20	*	*	6.02	*	*	19.28	*	*	73.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	54.00	*	*	46.00
All Grades	*	*	0.00	*	*	48.19	*	*	51.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	34.00	*	*	66.00
All Grades	*	*	1.20	*	*	26.51	*	*	72.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	56.00	*	*	44.00
All Grades	*	*	2.41	*	*	51.81	*	*	45.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	66.00	*	*	34.00
All Grades	*	*	1.20	*	*	59.04	*	*	39.76

Conclusions based on this data:

1. 94% that were enrolled were tested.
2. The 23/24 school year is the first year we had enough data showing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*			
Grade 6			4			*			*			
Grade 7			11			11			11			100
Grade 8			17			16			16			94.1
Grade 11	*	5	53	*	5	51	*	5	51		100.0	96.2
All Grades	*	5	88	*	5	84	*	5	84		100.0	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*			*			*
Grade 6			*			*			*			*			*
Grade 7			2383.			0.00			9.09			9.09			81.82
Grade 8			2376.			0.00			6.25			0.00			93.75
Grade 11	*	*	2421.	*	*	0.00	*	*	0.00	*	*	7.84	*	*	92.16
All Grades	N/A	N/A	N/A	*	*	0.00	*	*	2.38	*	*	5.95	*	*	91.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	9.80	*	*	90.20
All Grades	*	*	0.00	*	*	14.29	*	*	85.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	58.82	*	*	41.18
All Grades	*	*	0.00	*	*	42.86	*	*	57.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5			*			*			*
Grade 6			*			*			*
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	*	*	0.00	*	*	37.25	*	*	62.75
All Grades	*	*	0.00	*	*	36.90	*	*	63.10

Conclusions based on this data:

1. 96% of Enrolled Students Tested
2. The 23/24 school year is the first year we had enough data showing.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*	0	*	*
10	*		1533.7	*		1532.8	*		1533.8	*		12
11	*	*	*	*	*	*	*	*	*	*	*	9
12	*		*	*		*	*		*	*		7
All Grades										6	*	36

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*		8.33	*		41.67	*		25.00	*		25.00	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	5.56	*	*	30.56	*	*	44.44	*	*	19.44	*	*	36

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*		25.00	*		33.33	*		25.00	*		16.67	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	16.67	*	*	47.22	*	*	16.67	*	*	19.44	*	*	36

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	*		0.00	*		25.00	*		41.67	*		33.33	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	2.78	*	*	13.89	*	*	41.67	*	*	41.67	*	*	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*		0.00	*		66.67	*		33.33	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	8.33	*	*	69.44	*	*	22.22	*	*	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*		58.33	*		41.67	*		0.00	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	55.56	*	*	30.56	*	*	13.89	*	*	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*		8.33	*		50.00	*		41.67	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	5.56	*	*	41.67	*	*	52.78	*	*	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	*		0.00	*		83.33	*		16.67	*		12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	*	0.00	*	*	80.56	*	*	19.44	*	*	36

Conclusions based on this data:

1. The 23/24 school year is the first year we had enough data showing.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
120	**95%**	**19.2%**	**0.0%**
Total Number of Students enrolled in Valley Community School - Atwater.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	19.2%
Foster Youth	0	0.0%
Homeless	7	5.8%
Socioeconomically Disadvantaged	114	95%
Students with Disabilities	15	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	5%
American Indian	0	0.0%
Asian	1	0.8%
Filipino	0	0.0%
Hispanic	99	82.5%
Two or More Races	2	1.7%
Pacific Islander	0	0.0%
White	12	10%

Conclusions based on this data:

1. In the 23/24 school year we had a total enrollment of 120 and of those 95% are socioeconomically disadvantaged and 19.2% are English Learners,

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** No Performance Color
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Our suspension rate remains very low.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
123.4 points below standard	Less than 11 Students	Less than 11 Students
41 Students	7 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	123.4 points below standard
	9 Students	41 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 126.8 points below standard 36 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
194.1 points below standard	Less than 11 Students	Less than 11 Students
42 Students	7 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students	194.1 points below standard
	9 Students	42 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 197.6 points below standard 37 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Conclusions based on this data:

1. Our school does not receive Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
41.2% making progress.	46.2% making progress.
Number Students: 34 Students	Number Students: 26 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
11.8%	47.1%	0%	41.2%

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
0	10 Students	9 Students
46 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	0 Prepared
1 Student	9 Students	0
		45 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 0 9 Students	 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Prepared 0 38 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 4 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
19.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
0	7 Students	3 Students
36 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	20.6% Chronically Absent
	1 Student	0
		34 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 20.7% Chronically Absent 0 29 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color	 No Performance Color	 No Performance Color
66% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
47 Students	10 Students	9 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	65.2% graduated
1 Student	9 Students	46 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 64.1% graduated 39 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Maintained 0%	48 Students	39 Students
260 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0% suspended at least one day
2 Students	28 Students	Maintained 0%
		246 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
38 Students	13 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
2 Students	1 Student	Maintained 0%
		202 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	0% suspended at least one day
13 Students		29 Students

Conclusions based on this data:

1. Our school had 0% suspension rate for the past three school years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA
35% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 Student Growth Percentile (SGP) compares a student's growth to that of academic peers nationwide	2024/25 - 35% increase of students scoring at/above 50 PR% (15% in Fall and 40% in Winter)	50%
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 40% 2020/21 - 22% 2021-2022- 100% 2022-2023- 20% 2023-2024- 33% 2024-2025 - 37%	50%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0% 2018/19 -10.87% 2019/20: no data due to state waiver of administered CAASPP. 2020/21: 6.45% 2021/22: In order to protect student privacy, data is suppressed because fewer than 11 students tested. 2022/23: In order to protect student privacy, data is suppressed because fewer than 11 students tested.	10%

	2023/24: 7.22%	
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2020-21 44.48% 2021-22 54.21% 2022-23 22.78%	100%
Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials”(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation Staff survey 2020/2021 Average 2.83: Full Implementation Staff Survey 2021/22 Average:4.0 Full Implementation 2022-23: Average 3.0 Full Implementation 2023/24- Average 4.0 Full Implementation Staff Survey 2024/25 - 5.0 Full Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	30170 Title I Part A 2000-2999: Classified Personnel Salaries 19150 Title I Part A 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	2372 Title I Part A 4000-4999: Books And Supplies
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	3409 Title I Part A 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall implementation was accomplished as judged by the teacher survey showing full implementation. Effectiveness is somewhat apparent as the local indicator scores increased on the STAR 360.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The school provided additional hours of training for MCOE staff with allocated funds. Supplemental materials were also purchased. The amount of supplemental resources were greater than allocated funds, so other sources of funding were also used;

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal continues to be a work in progress, therefore it will remain a priority. We will continue to initiate and refine schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math
LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Merced County Office of Education will employ a highly qualified staff that is trained to equip students to achieve at high levels in preparation for college and career. (Aligned to LCAP Goal 1)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 Student Growth Percentile (SGP) compares a student's growth to that of academic peers nationwide	2024/25 - 41% increase of students scoring at/above 50 PR% (3% in Fall and 44% in Winter)	50%
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B2.	2019/20 - 23% 2020/21 - 12% 2021/22 - 87% 2022-23- 60% 2023/24- 34% 2024/25 - 36%	50%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0% 2018/19 -2.13% 2019/20: no data due to state waiver of administered CAASPP. 2020/21: 0% 2021/22: In order to protect student privacy, data is suppressed because fewer than 11 students tested. 2022/23: In order to protect student privacy, data is suppressed because fewer than 11 students tested.	10%

	2023/24: 2.13%	
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2020-21 44.48% 2021-22 54.21% 2022-23 22.78%	100%
Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials”(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/2021: Average 3.7- Initial Implementation 2021/22: Average 4.0 Implementation 2022/23: Average 3.0 Implementation 2023/24- Average 4.13 Full Implementation 2024/25- 5.0 Full Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided. Tutoring Center will be maintained and run by UC Merced students.	All Students	Title I Part A cost in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented strategies to help increase Math outcomes, but have not seen desired results as of yet.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met but is a work in progress, therefore it will remain a priority. We will continue to initiate and revamp schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners
LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency. (LCAP Goal 1)
Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled Youth. (LCAP Goal 4)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who may be reclassified by meeting four criteria per EL Master Plan. The data used to arrive at this need was the CA School Dashboard and Dataquest and from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2017/18 District: 54.77% VCS -Atwater - not available due to limited data set 2018/19 District: 30% VCS Atwater: 31.25% 2019/20: Data not available due to school closures. 2020/21: 25% 2021/22: not available due to limited data set 2022/23: not available due to limited data set 2023/24: 36.12%	District 60% VCS Atwater 40%
EL Reclassification as measured by number of reclassified students (Priority 4)	2016/17: 0% 2017/18: 0% 2018/19: 0% 2020/2021: .5% 2022/23: 0% 2023/24: 4.35% 2024/25: 6.25%	10%

EL access to state standards/ELD standards as measured by State Reflection Tool (Priority 2)	2018/19: Average 1.81 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/2021: Average 3.17 - Full Implementation 2022/23: Average 3.33 - Full Implementation 2023/24: Average 4.25 - Full Implementation 2024/25: 5.0 Full Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with English Learners students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	English Learners	cost in Goal 1
3.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

It has been difficult to meet the reclassification goal. Though staff indicate that the program is being fully implemented, the results are not indicating expected results.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met but is has made movement in the right direction, therefore it will remain a priority. We will continue to initiate and revamp schoolwide interventions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture
85% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture..

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Broad: Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and teachers on school safety and connectedness (Priority 6)	2016/17: 75% 2018/19: 70.44% 2019/20: 78% Satisfactory 2020/2021: 92.85% 2021/2022: 100% 2022/23: 97% 2023/24: 97% 2024/25: 91%	85%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% Satisfactory 2018/19: 91.7% Satisfactory 2019/20: 87% Satisfactory 2020/2021: 60% Satisfactory 2021/2022: 100% 2022/23: 94% 2023/24- 83% 2024/25: 90%	98%
Attendance rate as measured by average attendance at P2 (Priority 5)	2016/17: 81.6% 2017/18: 79.3% 2018/19: 71.02% 2019/20: 73.12% 2020/2021: 62% 2021/2022: 74% 2022/23: 80% 2023/24- 76%	88%

	2024/25: 81.39%	
Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 83.7% 2017/18: 90.4% 2018/19: 88% 2019/2020: Not reported due to school closures 2020/2021: 97.2 2021/22: 90.5 2022/23- 75% 2023/24: 19.4%	75%
Suspension rate (Priority 6)	2016/17: 49.7% 2017/18: 46.6% 2018/19: 45.8% 2019/2020: NA 2020/2021:0 2021/2022: 0 2022/23: 0 2023/24- 0 2024/25: 0	10%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Exemplary 2017/18: Exemplary 2018/19: Exemplary 2019/2020: Exemplary 2020/2021: Exemplary 2021/2022: Exemplary 2022/23: Exemplary 2023/24-Exemplary 2024/25: Fair	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 8 field trips 2017/18: 6 field trips 2018/19: 5 field trips 2019/20: 6 planned; only 3 occurred due to school closure 2020/21: 0 planned due to COVID-10 restrictions. 2021/2022: 6 field trips 2022/2023: 7 field trips 2023/24- 6 field trips 2024/25: 5 field trips	6 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation	Low income	100 Title I Part A 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	in school and social emotional confidence. Admission to MCOE festivals and other sponsored activities will be provided. (Aligned to LCAP Goal 2, Action 1)		
4.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)	All students	100 Title I Part A 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

There have been both successes and challenges in the effectiveness of implemented strategies. Suspension rates and chronic absenteeism have seen great successes. Parental engagement is an area of focus that we need to focus on in the upcoming year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal has not been met but metrics continue to improve, therefore it will remain a priority. We will continue to initiate and revamp schoolwide interventions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$55301
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55,301.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A	$55,301.00

Subtotal of additional federal funds included for this school: $55,301.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $55,301.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	55301	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A	55,301.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	30,170.00
3000-3999: Employee Benefits	19,150.00
4000-4999: Books And Supplies	2,372.00
5000-5999: Services And Other Operating Expenditures	3,609.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Part A	30,170.00
3000-3999: Employee Benefits	Title I Part A	19,150.00
4000-4999: Books And Supplies	Title I Part A	2,372.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	3,609.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,101.00
Goal 4	200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Student Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-29-2025.

Attested:

	Principal, Crystal Sousa on 5-29-25
	SSC Chairperson, Breann Gosik on 5-29-25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School - Los Banos	24-10249-2430163	May 28, 2025	June 16, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Community School - Los Banos for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Valley Community School - Los Banos for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Valley Community School Los Banos operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School - Los Banos consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:
-School Site Council -December 10, 2024, February 7, 2025, and May 28, 2025.
-English Learner Advisory Committee - December 10, 2024, February 7, 2025 and May 28,2025.
-Certificated Staff - through survey and staff meetings - weekly
-Other Staff - through survey and staff meetings - weekly
-Administration Team - through survey Leadership meetings, and Continuous Improvement sessions - monthly
-WASC Leadership Meetings - September 2023 and ongoing quarterly
-Parents - through multiple surveys and Parent Square - August 2024 - April 2025
-Students - through surveys and ILP meetings with the counselor - August 2024 - May 2025
-Community - through surveys, webpage postings, Board meetings - August 2024 - April 2025
Empathy Interviews-Fall 2024
Climate Survey-Spring 2025 (ongoing)
LCAP Surveys-Spring 2025

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Does not apply.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ELA - Orange: additional support classes and tutoring will be added.
Mathematics - Red: additional support classes and tutoring will be added. Provide professional development for teachers of mathematics
EL Progress - Orange: additional support classes and tutoring will be added.
College/Career -Red: course and pathway completion will be monitored closely.
Grad. Rate-Orange: monitor progress and proactively intervene when students show early signs of attendance, behavior, or academic problems

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All student groups were either in the Orange or Red levels. No specific student group was more than two below All since Orange and Red are the two lowest performance indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

An analysis of the School Climate Survey results indicates a need to increase student engagement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Community School - Los Banos. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.51%	0	0	1
African American	%	0%	1.54%	0	0	3
Asian	%	0%	%	0	0	
Filipino	%	0.72%	%	0	1	
Hispanic/Latino	97.69%	97.83%	92.31%	127	135	180
Pacific Islander	%	0.72%	0.51%	0	1	1
White	2.31%	0.72%	5.13%	3	1	10
Two or More Races	%	0%	%	0	0	
Not Reported	%	0%	%	0	0	
			Total Enrollment	130	138	195

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8			3
Grade 9		1	7
Grade 10	21	20	20
Grade 11	55	49	82
Grade 12	54	68	83
Total Enrollment	130	138	195

Conclusions based on this data:

1. Enrollment increased over 40% between the 2022-23 school year and the 2023-24 school year.
2. Referrals in grade levels 9, 11, and 12 increased. Referrals in grade 10 remained the same.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50	52	68	38.5%	37.7%	34.9%
Fluent English Proficient (FEP)	48	45	52	36.9%	32.6%	26.7%

Conclusions based on this data:

1. The number of English Learners increased but represented a lower percentage of all students.
2. The number of FEP students increased but represented a lower percentage of all students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			
Grade 8			*			*			*			
Grade 11	67	54	96	64	49	91	64	49	91	95.5	90.7	94.8
All Grades	67	54	101	64	49	96	64	49	96	95.5	90.7	95

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11	2415.	2447.	2438.	0.00	0.00	1.10	0.00	6.12	5.49	14.06	26.53	19.78	85.94	67.35	73.63
All Grades	N/A	N/A	N/A	0.00	0.00	1.04	0.00	6.12	6.25	14.06	26.53	19.79	85.94	67.35	72.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	4.40	42.19	40.82	46.15	57.81	59.18	49.45
All Grades	0.00	0.00	4.17	42.19	40.82	46.88	57.81	59.18	48.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	1.10	7.81	30.61	17.58	92.19	69.39	81.32
All Grades	0.00	0.00	1.04	7.81	30.61	18.75	92.19	69.39	80.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	3.13	2.04	2.20	51.56	67.35	70.33	45.31	30.61	27.47
All Grades	3.13	2.04	2.08	51.56	67.35	69.79	45.31	30.61	28.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	2.20	53.13	55.10	54.95	46.88	44.90	42.86
All Grades	0.00	0.00	3.13	53.13	55.10	56.25	46.88	44.90	40.63

Conclusions based on this data:

1. Mean scale score for students in 11th grade decreased 9.7 points.
2. Percent of students who exceeded standards increased while percent of students who met standards remained stable (less than 1% change)
3. Percent of students who nearly met standards decreased approximately 7% and percent of students who did not meet standards increased approximately 6%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			
Grade 8			*			*			*			
Grade 11	67	54	96	63	51	90	63	51	90	94.0	94.4	93.8
All Grades	67	54	101	63	51	95	63	51	95	94.0	94.4	94.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*			*			*
Grade 8			*			*			*			*			*
Grade 11	2378.	2421.	2403.	0.00	0.00	0.00	0.00	0.00	0.00	3.17	1.96	0.00	96.83	98.04	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.17	1.96	0.00	96.83	98.04	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	0.00	3.17	7.84	4.44	96.83	92.16	95.56
All Grades	0.00	0.00	0.00	3.17	7.84	4.21	96.83	92.16	95.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	0.00	39.68	49.02	42.22	60.32	50.98	57.78
All Grades	0.00	0.00	0.00	39.68	49.02	43.16	60.32	50.98	56.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7			*			*			*
Grade 8			*			*			*
Grade 11	0.00	0.00	0.00	60.32	52.94	42.22	39.68	47.06	57.78
All Grades	0.00	0.00	0.00	60.32	52.94	42.11	39.68	47.06	57.89

Conclusions based on this data:

1. 100% of students did not meet standards in mathematics in 2023/24.
2. 98.4% of students did not meet standards in mathematics in 2022/23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	7
10	1527.4	1504.3	1520.9	1508.1	1498.5	1513.4	1546.1	1509.6	1528.0	16	21	17
11	1522.2	1526.0	1523.2	1504.9	1518.9	1520.7	1539.2	1532.7	1525.2	24	15	32
12	1525.0	1504.0	1518.4	1513.6	1498.6	1517.9	1536.1	1509.0	1518.6	15	24	20
All Grades										55	63	76

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	0.00	0.00	5.88	31.25	9.52	29.41	50.00	52.38	41.18	18.75	38.10	23.53	16	21	17
11	0.00	0.00	3.13	16.67	26.67	15.63	62.50	46.67	56.25	20.83	26.67	25.00	24	15	32
12	0.00	4.17	0.00	26.67	4.17	30.00	60.00	41.67	35.00	13.33	50.00	35.00	15	24	20
All Grades	0.00	1.61	2.63	23.64	11.29	22.37	58.18	46.77	46.05	18.18	40.32	28.95	55	62	76

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	0.00	0.00	17.65	56.25	28.57	29.41	37.50	57.14	29.41	6.25	14.29	23.53	16	21	17
11	0.00	13.33	9.38	41.67	33.33	43.75	45.83	26.67	31.25	12.50	26.67	15.63	24	15	32
12	6.67	4.17	10.00	53.33	33.33	35.00	26.67	45.83	40.00	13.33	16.67	15.00	15	24	20
All Grades	1.82	4.84	10.53	49.09	30.65	36.84	38.18	46.77	34.21	10.91	17.74	18.42	55	62	76

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*		*	*
10	0.00	0.00	5.88	31.25	0.00	11.76	37.50	52.38	35.29	31.25	47.62	47.06	16	21	17
11	4.17	0.00	3.13	4.17	6.67	3.13	54.17	53.33	40.63	37.50	40.00	53.13	24	15	32
12	0.00	0.00	0.00	13.33	4.17	5.00	53.33	33.33	30.00	33.33	62.50	65.00	15	24	20
All Grades	1.82	0.00	2.63	14.55	3.23	6.58	49.09	45.16	35.53	34.55	51.61	55.26	55	62	76

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	0.00	0.00	0.00	87.50	61.90	64.71	12.50	38.10	35.29	16	21	17
11	0.00	0.00	3.13	75.00	73.33	59.38	25.00	26.67	37.50	24	15	32
12	13.33	4.17	0.00	60.00	50.00	40.00	26.67	45.83	60.00	15	24	20
All Grades	3.64	1.61	1.32	74.55	59.68	56.58	21.82	38.71	42.11	55	62	76

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	43.75	61.90	35.29	43.75	33.33	35.29	12.50	4.76	29.41	16	21	17
11	25.00	26.67	53.13	58.33	66.67	25.00	16.67	6.67	21.88	24	15	32
12	40.00	37.50	70.00	46.67	45.83	30.00	13.33	16.67	0.00	15	24	20
All Grades	34.55	43.55	50.67	50.91	46.77	32.00	14.55	9.68	17.33	55	62	75

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	18.75	0.00	5.88	37.50	23.81	52.94	43.75	76.19	41.18	16	21	17
11	4.17	0.00	3.13	41.67	40.00	34.38	54.17	60.00	62.50	24	15	32
12	0.00	0.00	5.00	40.00	25.00	15.00	60.00	75.00	80.00	15	24	20
All Grades	7.27	0.00	3.95	40.00	27.42	34.21	52.73	72.58	61.84	55	62	76

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9		*	*		*	*		*	*		*	*
10	0.00	0.00	0.00	75.00	71.43	52.94	25.00	28.57	47.06	16	21	17
11	0.00	0.00	0.00	75.00	73.33	62.50	25.00	26.67	37.50	24	15	32
12	6.67	0.00	0.00	73.33	50.00	75.00	20.00	50.00	25.00	15	24	20
All Grades	1.82	0.00	0.00	74.55	64.52	61.84	23.64	35.48	38.16	55	62	76

Conclusions based on this data:

1. 76 students took the ELPAC test in 2023/24
2. 28.95% of students scored a level 1 overall in 2023/24. This is an 11.37% decrease over prior year.
3. 22.37% of students scored a level 3 overall in 2023/24. This is a11.08% increase over prior year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
195	**88.2%**	**34.9%**	**1%**
Total Number of Students enrolled in Valley Community School - Los Banos.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	68	34.9%
Foster Youth	2	1%
Homeless	7	3.6%
Socioeconomically Disadvantaged	172	88.2%
Students with Disabilities	17	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	1.5%
American Indian	1	0.5%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	180	92.3%
Two or More Races	0	0.0%
Pacific Islander	1	0.5%
White	10	5.1%

Conclusions based on this data:

1. The 2023/24 data show 88.2% of the student population are identified as Socioeconomically Disadvantaged and 34.9% are identified English Learners.

2. 3.6% of our student population are identified as homeless. 8.7% of our student population are identified as Students with Disabilities which represents an increase of 5.1%.

3. Student Groups: Our largest student group is Hispanic comprising 92.3% of our student population. White-5.1%; African American 1.5%; American Indian 0.5% and Pacific Islander 0.5%

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Orange	**Suspension Rate** Blue
Mathematics Red	**Chronic Absenteeism** No Performance Color	
English Learner Progress Orange		
College/Career Red		

Conclusions based on this data:

1. The CA School Dashboard data for 2023/24 indicate that overall, our students score very low in Mathematics and in students who are prepared for College and Career.
2. The CA School Dashboard data for 2023/24 indicate that overall, our students scored low in ELA and English Learner Progress. Additionally, our school has a low graduation rate.
3. The CA School Dashboard data for 2023/24 indicate that our school's suspension rate is very low.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
145.3 points below standard	193.1 points below standard	195.0 points below standard
Increased 4.4 points	Declined 44.8 points	Declined 56.8 points
62 Students	26 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students	144.1 points below standard
	4 Students	Increased 15.8 points
		58 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 8 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 147.6 points below standard Declined 3.4 points 59 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. CA School Dashboard data indicates overall our students scored low on ELA state performance measures.
2. CA School Dashboard data indicates that, even though overall performance in English Language Arts increased by 4.4 points, the scores for English Learners, Long-term English Learners, and Hispanics declined by 44.8 points, 56.8 points, and 3.4 points respectively.
3. CA School Dashboard data indicates that scores for Socioeconomically Disadvantaged students increased by 15.8 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
232.0 points below standard	261.6 points below standard	261.0 points below standard
Declined 19.9 points	Declined 35.3 points	Declined 23.0 points
63 Students	26 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students	234.9 points below standard
	4 Students	Declined 11.1 points
		59 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 8 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 231.9 points below standard Declined 19.8 points 60 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. CA School Dashboard data indicates students score very low on mathematics state performance measures.
2. Scores declined across all student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	Orange
26.4% making progress.	27.1% making progress.
Number Students: 72 Students	Number Students: 70 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.1%	37.5%	0%	26.4%

Conclusions based on this data:

1. 2023/24 CA School Dashboard Data indicates 26.4% of students who are English Learners are making progress towards English language proficiency.
2. 27.1% of Long-term of English Learners are making progress towards English language proficiency.
3. 26.4% of EL Learners increased their scores by at least one level on the measure of English Language Acquisition.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Red	Red	No Performance Color
0 Prepared	0 Prepared	0 Prepared
Maintained 1.3	Maintained 0	Maintained 0
105 Students	35 Students	31 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Red
Less than 11 Students 0	0 Prepared	0 Prepared
1 Student	0	Maintained 1.4
	16 Students	103 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	0 Students
0	3 Students	
12 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Red
0 Students	0 Students	0 Prepared
		Maintained 0
		94 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students 0	Less than 11 Students 0
	1 Student	7 Students

Conclusions based on this data:

1. Data indicates all reported student groups are Very Low in preparedness for College & Career.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. CA Dashboard indicates there were fewer than 11 students who were absent 10% or more of the instructional days they were enrolled.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 No Performance Color
79.2% graduated	80.6% graduated	81.3% graduated
Maintained 0.5%	Maintained 0.1%	Increased 2.1%
106 Students	36 Students	32 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	68.8% graduated	78.8% graduated
1 Student	16 Students	Maintained 0.2%
		104 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
66.7% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
12 Students	3 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	80% graduated
		Declined 2.4%
		95 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
	1 Student	7 Students

Conclusions based on this data:

1. The 2023/24 the school maintained an overall Graduation Rate of 79.2%.
2. The graduation rate for Long-Term English Learners increased 2.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 Blue
0.9% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 11.8%	Declined 11.7%	Declined 12.2%
549 Students	168 Students	155 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - data not displayed for privacy	4.2% suspended at least one day	1% suspended at least one day
6 Students	Declined 4.9%	Declined 11.4%
	24 Students	489 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Maintained 0%	9 Students	2 Students
33 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
0 Students	Fewer than 11 students - data not displayed for privacy	1% suspended at least one day
	1 Student	Declined 12.1%
		506 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
1 Student	1 Student	29 Students

Conclusions based on this data:

1. The 2023/24 suspension rate was 0.9%.
2. The suspension rate decreased 11.8 % over prior school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA
All students will demonstrate growth in academic achievement in English Language Arts as measured by local benchmark assessments and state standardized assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students with a Student Growth Percentile of 50 or above	2024/25: 58%	65%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18: 3.13% 2018/19: 2.78% 2019/20: no data due to state waiver of administered CAASPP. 2020/21: 17.15% 2021/22: 0% 2022/23: 6.12% 2023/24: 7.29%	20%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2019/20: 100% 2020/21: 100% 2021/22: 44.48% 2022/23: 25.89%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.48 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: Average 3.60 - Full Implementation 2023/24: Average 2.13 - Initial Implementation 2024/25: 2.9	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Staff will provide support and assistance, and create a safe learning environment for students to increase academic achievement.	All students	80,084.86 Other 2000-2999: Classified Personnel Salaries Equity Multiplier 162,621.81 Other 5000-5999: Services And Other Operating Expenditures Equity Multiplier
1.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	44,900 Title I Part A 2000-2999: Classified Personnel Salaries
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	234896.64 Other 5000-5999: Services And Other Operating Expenditures Equity Multiplier

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2024/25. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career ready.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured into 2025/26 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math
All students will demonstrate growth in academic achievement in Mathematics as measured by local benchmark assessments and state standardized assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students with a Student Growth Percentile of 50 or above	2024/25 - 50%	60%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2017/18- 0% 2018/19 -0% 2019/2020 - No Data Available 2020/21 - 0% 2021/22 - 0% 2022/23 - 0% 2023/24: 0%	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2019/20 - 100% 2020/21 - 100% 2021/22 - 100% 2022/23 - 25.89%%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.48 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23 - Average 3.5 - Full Implementation 2023/24 - Average 2.13 - Initial Implementation 2024/25 - 3.9	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Staff will provide support and assistance, and create a safe learning environment for students to increase academic achievement.	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 9 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2024/25. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career ready.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured into 2025/26 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Learners
20% or more of current English Learners will be eligible to be redesignated as English Proficient based on redesignation criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who may be redesignated by meeting four criteria per EL Master Plan. The data used to arrive at this need was the CA School Dashboard and Dataquest and from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2017/18: District: 54.77% VCS -Los Banos - not available due to limited data set 2018/19 District: 30% VCS Los Banos: 30.77% 2019/20: Data not available due to school closures 2020/21: District: 9.42% VCS Los Banos: 20.75% 2021/22: District: 30.77% VCS Los Banos: 23.64% 2022/23: District: 27.64% VCS Los Banos: 12.90% 2023/24: District: 32.75% VCS Los Banos: 25.00%	VCS Los Banos 40%
EL Reclassification as measured by number of reclassified students (Priority 4)	2017/18: 0% 2018/19: 0% 2019/20: 0% 2020/21: 19.2% 2021/22: .02% 2022/23: .04% 2023/24: 1.47% 2024/25: 3.39%	20%

EL access to state standards/ELD standards as measured by State Reflection Tool (Priority 2)	2018/19: Average 1.81 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.40 - Initial Implementation 2021/22: Average 3.50 Full Implementation 2022/23: Average 3.20 - Full Implementation 2023/24: Average 2.63 - Initial Implementation 2024/25: 2.9	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with English Learners students to increase academic achievement.	English Learners	cost in Goal 1
3.2	Supplemental materials and supplies include instructional support for grades 9 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	cost in Goal 1 4404 Title III 4000-4999: Books And Supplies
3.3	All teachers who instruct English Language Development classes will utilize the adopted English 3D curriculum and administer the English 3D Reading Inventory at least three times a year in order to support EL Learners in developing English Language Proficiency,	All students identified as English Language Learners	
3.4	Students will take three ELPAC Interim Assessments in order to prepare for the state ELPAC exam.	All students identified as English Language Learners	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to work toward the articulated goal in 2024/25.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture
95% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy (LCAP Goal 2).

Decrease the number of chronically absent students by 12% by 2024, with a decrease of 4% per year, as measured by local data from our SIS monitored on a quarterly basis (LCAP Goal 3).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and staff on school safety and connectedness (Priority 6)	2018/19: 70.44% 2019/20: 78% 2020/21: 83.45% 2021/22: 95% 2022/23: 91% 2023/24: 91.67% 2024/25: 91%	>95%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% 2018/19: 91.7% 2019/20: 87% 2020/21:97% 2021/22: 86% 2022/23: 63% 2023/24: 91% 2024/25: 93%	>95%
Attendance rate as measured by average attendance at P2 (Priority 5)	2017/18: 76.2% 2018/19: 80.48% 2019/20: 75.42% 2020/21: 86%	>88%

	2021/22: 78% 2022/23: 78% 2023/24: 58% 2024/25: 71.16%	
Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 80.8% 2017/18: 77.9% 2018/19: 81.4% 2019/20: Not reported due to school closures 2020/21: 87.5% 2022/23: 74.9% 2023/24: 81.5% 2024/25: Fewer than 11 students; no numeric value	<50%
Suspension rate (Priority 6)	2016/17: 34.8% 2017/18: 22.3% 2018/19: 16.3% 2019/20: 11.9% 2020/21: 0% 2022/23: 8.1% 2023/24: 12.7% 2024/2025: 0.9%	<7%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Exemplary 2018/19: Exemplary 2020/21:Exemplary 2021/22: Exemplary 2022/23: Exemplary 2023/24: Good 2024/25: Fair	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 6 field trips 2017/18: 5 field trips 2018/19: 10 field trips 2019/20: 8 planned; only 3 occurred due to school closure 2020/21: 0 planned due to COVID-19 restrictions. 2021/22: 12 field trips 2022/23: 16 field trips 2023/24: 16 field trips 2024/25: 18 field trips	>15 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the	Low income	162,621.81 Other 5000-5999: Services And Other Operating Expenditures Equity Multiplier

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. Admission to MCOE festivals and other sponsored activities will be provided. (Aligned to LCAP Goal 2)		
4.2	Provide parent involvement activities, including parents of students with exceptional needs, such as communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2)	All students	
4.3	Due to the nature of the educational program at VCS-LB, students are added and dropped frequently throughout the year. In order to ease transition from District to District and Juvenile Hall to our school, administrators and counselors will meet with students and parents to provide program information, expectations, and answer any questions.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal in 2024/25. Educational enrichment activities and field trips were provided for students. A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. The Parent Portal is available for students to access student education and attendance information. The school utilizes Parent Square to communicate with students and families.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance rates and chronic absenteeism will continue to be monitored.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$49,304.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$689,529.12
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A	$44,900.00
Title III	$4,404.00

Subtotal of additional federal funds included for this school: $49,304.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Other	$640,225.12

Subtotal of state or local funds included for this school: $640,225.12

Total of federal, state, and/or local funds for this school: $689,529.12

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	68,090	23,190.00
Title I Part D	188,023	188,023.00

Expenditures by Funding Source

Funding Source	Amount
Other	640,225.12
Title I Part A	44,900.00
Title III	4,404.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	124,984.86
4000-4999: Books And Supplies	4,404.00
5000-5999: Services And Other Operating Expenditures	560,140.26

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Other	80,084.86
5000-5999: Services And Other Operating Expenditures	Other	560,140.26
2000-2999: Classified Personnel Salaries	Title I Part A	44,900.00
4000-4999: Books And Supplies	Title III	4,404.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	522,503.31
Goal 3	4,404.00
Goal 4	162,621.81

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Melanie L. Martinez	Principal
Mario Alvarez	Classroom Teacher
Leticia Valdez	Classroom Teacher
Madelyn Licon	Other School Staff
Amelia Nunez	Parent or Community Member
Janai Zabala	Secondary Student
Maleya Valdez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/28/2025.

Attested:

	Principal, Melanie L. Martinez on 5/28/2025
	SSC Chairperson, Leticia Valdez on 5/28/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Valley Community School Merced	24102492430148	May 31st, 2025	June 16, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Valley Community School Merced for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Valley Community School Merced for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

Valley Community School Merced operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement. Our school is currently in Comprehensive Support and Improvement for graduation rate. Our SPSA Plan also serves as our CSI plan.

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Valley Community School Merced consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:
-School Site Council -November 2023, February 2025 and May 2025
-English Learner Advisory Committee -October 2024, February 2025, and May 2025
-Teaching Staff - through survey and staff meetings - continuous
-Other Staff - through survey and staff meetings - continuous
-Administration Team - through survey Leadership meetings, and Continuous Improvement sessions
-MTSS/WASC Lead Team Meetings - Monthly
-Parents - through multiple surveys - Fall 24 and Spring 2025 and ongoing
-Students - through surveys and ILP meetings with the counselor - continuous
-Community - through surveys, webpage postings, Board meetings - Fall 24 and Spring 2025 and ongoing

Comprehensive Support and Improvement Involvement
A stakeholder meeting with all teachers and staff was held earlier this year to discuss the status of our graduation rate at VCS Merced. We increased the graduation rate and were now above the state's required minimum percentage, but since a two-year average was used to calculate the 2020 Dashboard, our school continued to qualify for CSI for another year. At the stakeholder meeting we discussed ideas of how the school increased the graduation rate from the past year to this one and also requested recommendations of what we needed to keep doing in order to continue to increase the rate and what else we could add teachers and other staff recognized that they made a conscious effort to focus on 12th graders and encouraging them to earn their credits towards graduation. They also acknowledged that they understood when an identified student may qualify to graduate under lesser required units and how to process that request. The group stated that student incentives for motivation, supplemental materials to bridge the gap in learning loss, and tutors were still important supports to provide the students.
Students and parents/families were surveyed to provide feedback on how the school could continue to work on the short-term success for all students which is graduation and their long-term success beyond high school, especially as continue to operate within Distance Learning. Both groups voiced that student-desired incentives for motivation were important, as well as small group intervention and tutoring sessions.

Our Leadership team worked with MCOE Continuous Improvement Department, the Superintendent Series and DA Consortium in developing our needs assessment and in identifying resource inequities by reviewing our CA School Dashboard data and Spring surveys of staff, students, and parents/families. We also conducted a self-assessment and reviewed data conversation protocols.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Valley Community School Merced is an independent study model school. Students meet with teachers at least once a week for instruction, guidance, and work assignments. During Distance Learning, this meeting is taking place on a virtual platform. Teachers are located on three different school campuses to serve students in their local communities (Merced, Atwater, and Los Banos). The independent study school operates in conjunction with another daily Valley Community School campus.
Over the course of the year, independent study teachers have been meeting with administration to discuss resource inequities and needs of students. A meeting was held to specifically discuss the low graduation rate of independent study students to develop a list of ideas and recommendations for increasing the graduation rate. Teachers also met with students and assigned essay prompts for student input around recommendations for increasing graduation rate. Surveys for students and their families were also sent out in August to determine what students needed to be successful in their future goal of high school graduation.

During the comprehensive needs assessment process, the following resource inequities were identified:
Access to CTE courses – Students who want to participate in CTE courses, which are held on campus, must attend the course section two-five days a week. VCS Merced students attend independent study because they are not able to attend a daily program five days a week. Therefore, a modified CTE course schedule where students are not required to attend five days a week would be more accessible to VCS Merced students. Within the hybrid program, these classes can be taken virtually and as long as the class doesn't conflict with their weekly appointment time, the student can enroll in the class.
Access to tutoring assistance – Students located on the each campus currently have tutors a few days a week to support students. The feedback provided was that more tutors or increased hours were needed.
Access to transportation – Students sometimes miss their appointments with teachers because they do not have transportation.
Student Motivation – Students are often working alone with their assignments at home and do not have much time for socializing, interacting with other students, and being involved in extracurricular activities at school. Technology devices - we will continue to implement our 3 year device turnaround plan to keep devices refreshed and up to date for our students.
Staff Time - a number of our students graduate during our summer program and many of our other staff are off during the summer. The Leadership team realized that the summer graduates may not be captured in a timely manner as far as paperwork and system processing. We will work to develop a process to ensure that school counselor's top priority when returning is to review summer graduates and process paperwork and submit in a timely manner with the Records office who makes system updates to accurately capture the number of graduates in the summer program.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The Dashboard shows Merced Valley Community School is in the red for EL progress, Graduation Rate, Math and ELA and in the orange for Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Student, Parent, and Staff Survey Results – Spring 2025

Parents gave positive ratings on the following:
School Support - 93%
School Safety - 91%
MTSS - 87%
School Climate - 80%
School Systems - 69%
School Fit - 68%
Family Engagement - 58%

Valley Merced Students gave positive ratings on the following:
School Safety: 99%
Sense of Belonging: 43%
Engagement: 37%

Staff gave positive ratings on the following:
Practices Positive Rating
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. 90%
2. Rate the LEA’s progress in creating welcoming environments for all families in the community. 90%
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. 73%
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. 85%

Practices Positive Rating
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. 59%
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home. 76%
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. 78%
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. 78%

Practices Positive Rating
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. 69%
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 72%
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. 72%
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. 72%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Valley Community School Merced. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.12%	0%	%	2	0	
African American	3.93%	4.74%	8.64%	7	11	7
Asian	0.56%	0.86%	%	1	2	
Filipino	%	0%	%	0	0	
Hispanic/Latino	76.40%	78.02%	81.48%	136	181	66
Pacific Islander	0.56%	0.43%	%	1	1	
White	15.17%	12.5%	7.41%	27	29	6
Two or More Races	2.25%	3.45%	2.47%	4	8	2
Not Reported	%	0%	%	0	0	
			Total Enrollment	178	232	81

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6		2	1
Grade 7	2	1	
Grade 8	4	11	2
Grade 9	5	9	1
Grade 10	25	37	14
Grade 11	45	75	25
Grade 12	97	97	38
Total Enrollment	178	232	81

Conclusions based on this data:

1. The number of students enrolled in the school decreased significantly.
2. The majority of students enrolled are in the 12th grade as in years past.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	33	43	7	18.5%	18.5%	8.6%
Fluent English Proficient (FEP)	38	54	14	21.3%	23.3%	17.3%

Conclusions based on this data:

1. The number of EL learners increased from 21/22 to 22/23 and decreased in 23/24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*					
Grade 6	8	4	*	6	4	*	6	4	*	75.0	100.0	
Grade 7	15	16	8	12	14	4	12	14	4	80.0	87.5	50
Grade 8	26	43	11	19	38	*	19	38	*	73.1	88.4	
Grade 11	76	95	43	63	81	16	63	81	16	82.9	85.3	37.2
All Grades	126	158	64	101	137	23	101	137	23	80.2	86.7	35.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2424.	2425.	*	0.00	0.00	*	0.00	7.14	*	25.00	14.29	*	75.00	78.57	*
Grade 8	2436.	2396.	*	0.00	0.00	*	5.26	2.63	*	21.05	10.53	*	73.68	86.84	*
Grade 11	2475.	2453.	2442.	1.59	0.00	0.00	19.05	6.17	6.25	20.63	23.46	18.75	58.73	70.37	75.00
All Grades	N/A	N/A	N/A	0.99	0.00	0.00	12.87	5.84	4.35	22.77	18.98	17.39	63.37	75.18	78.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	15.79	*	*	84.21	*
Grade 11	6.35	3.70	*	58.73	49.38	*	34.92	46.91	*
All Grades	3.96	2.19	*	55.45	37.23	*	40.59	60.58	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	21.05	*	*	78.95	*
Grade 11	3.17	0.00	*	33.33	27.16	*	63.49	72.84	*
All Grades	1.98	0.73	*	34.65	24.82	*	63.37	74.45	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	5.26	*	*	57.89	*	*	36.84	*
Grade 11	4.76	1.23	*	73.02	74.07	*	22.22	24.69	*
All Grades	3.96	2.92	*	68.32	68.61	*	27.72	28.47	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	42.11	*	*	57.89	*
Grade 11	6.35	0.00	*	63.49	64.20	*	30.16	35.80	*
All Grades	3.96	0.00	*	62.38	56.20	*	33.66	43.80	*

Conclusions based on this data:

1. Overall, 86.7% of students were tested in ELA in 22/23
2. 75.18% of students did not meet standards in 22/23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*					
Grade 6	8	4	*	6	4	*	6	4	*	75.0	100.0	
Grade 7	15	17	8	12	14	4	12	14	4	80.0	82.4	50
Grade 8	26	43	11	19	39	*	19	39	*	73.1	90.7	
Grade 11	76	95	43	63	80	16	63	80	16	82.9	84.2	37.2
All Grades	126	159	64	101	137	24	101	137	24	80.2	86.2	37.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2392.	2360.	*	0.00	0.00	*	0.00	0.00	*	8.33	7.14	*	91.67	92.86	*
Grade 8	2407.	2366.	*	0.00	0.00	*	0.00	0.00	*	10.53	7.69	*	89.47	92.31	*
Grade 11	2436.	2414.	2377.	0.00	0.00	0.00	1.59	0.00	0.00	11.11	6.25	0.00	87.30	93.75	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.99	0.00	0.00	10.89	7.30	0.00	88.12	92.70	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	7.69	*	*	92.31	*
Grade 11	0.00	0.00	*	14.29	10.00	*	85.71	90.00	*
All Grades	0.00	0.00	*	14.85	9.49	*	85.15	90.51	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	25.64	*	*	74.36	*
Grade 11	1.59	0.00	*	55.56	55.00	*	42.86	45.00	*
All Grades	0.99	0.00	*	51.49	44.53	*	47.52	55.47	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	25.64	*	*	74.36	*
Grade 11	1.59	0.00	*	58.73	38.75	*	39.68	61.25	*
All Grades	1.98	0.00	*	50.50	36.50	*	47.52	63.50	*

Conclusions based on this data:

1. 86.2% of Enrolled Students were Tested.
2. 92.7 % did not meet standards.
3. 63.5 % were Below Standard in Communicating Reasoning Demonstrating ability to support mathematical conclusions.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		6	9	
9	*	*		*	*		*	*		9	*	
10	*	1533.6	*	*	1529.8	*	*	1536.8	*	10	13	*
11	*	1532.4	*	*	1531.4	*	*	1532.9	*	6	17	4
12	1514.6	1527.8		1517.8	1523.5		1510.7	1531.4		12	13	
All Grades										47	59	7

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	7.69	*	*	38.46	*	*	38.46	*	*	15.38	*	*	13	*
11	*	5.88	*	*	29.41	*	*	35.29	*	*	29.41	*	*	17	*
12	0.00	8.33		16.67	16.67		58.33	41.67		25.00	33.33		12	12	
All Grades	2.13	5.17	*	23.40	27.59	*	53.19	43.10	*	21.28	24.14	*	47	58	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	7.69	*	*	46.15	*	*	46.15	*	*	0.00	*	*	13	*
11	*	5.88	*	*	70.59	*	*	5.88	*	*	17.65	*	*	17	*
12	8.33	8.33		50.00	50.00		25.00	25.00		16.67	16.67		12	12	
All Grades	12.77	8.62	*	51.06	51.72	*	25.53	29.31	*	10.64	10.34	*	47	58	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*		*	*	
10	*	0.00	*	*	23.08	*	*	38.46	*	*	38.46	*	*	13	*
11	*	0.00	*	*	17.65	*	*	35.29	*	*	47.06	*	*	17	*
12	0.00	0.00		0.00	16.67		25.00	25.00		75.00	58.33		12	12	
All Grades	0.00	0.00	*	6.38	15.52	*	38.30	34.48	*	55.32	50.00	*	47	58	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
11	*	5.88	*	*	47.06	*	*	47.06	*	*	17	*
12	8.33	8.33		50.00	50.00		41.67	41.67		12	12	
All Grades	4.26	8.62	*	70.21	62.07	*	25.53	29.31	*	47	58	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	53.85	*	*	46.15	*	*	0.00	*	*	13	*
11	*	58.82	*	*	29.41	*	*	11.76	*	*	17	*
12	58.33	75.00		25.00	8.33		16.67	16.67		12	12	
All Grades	48.94	55.17	*	44.68	34.48	*	6.38	10.34	*	47	58	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*
11	*	11.76	*	*	17.65	*	*	70.59	*	*	17	*
12	0.00	8.33		25.00	16.67		75.00	75.00		12	12	
All Grades	0.00	6.90	*	27.66	25.86	*	72.34	67.24	*	47	58	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*		*	*		*	*		*	*	
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10	*	0.00	*	*	84.62	*	*	15.38	*	*	13	*
11	*	0.00	*	*	81.25	*	*	18.75	*	*	16	*
12	0.00	0.00		50.00	91.67		50.00	8.33		12	12	
All Grades	0.00	1.75	*	65.96	84.21	*	34.04	14.04	*	47	57	*

Conclusions based on this data:

1. More students score at a Level 1 than any other level.

2. English Learners achieve at higher levels in Listening and Speaking than any other domain.

3. The Speaking domain in an area that students best perform in.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
81	**98.8%**	**8.6%**	**2.5%**
Total Number of Students enrolled in Valley Community School Merced.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	8.6%
Foster Youth	2	2.5%
Homeless	9	11.1%
Socioeconomically Disadvantaged	80	98.8%
Students with Disabilities	15	18.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	8.6%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	66	81.5%
Two or More Races	2	2.5%
Pacific Islander	0	0.0%
White	6	7.4%

Conclusions based on this data:

1. 98.8% of students are socioeconomically disadvantaged and 8.6% are English Learners, 81.5% are Hispanic.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Red	**Suspension Rate** Orange
Mathematics Red	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. The CA School Dashboard data for Fall 2024 indicate that overall, our students score very low on all measures of academic performance.
2. The CA School Dashboard data for Fall 2024 indicated that the following indicators were in the red; EL, Math, ELA and graduation rate and orange for suspension rate

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
291.0 points below standard	Less than 11 Students	Less than 11 Students
Declined 134.6 points	8 Students	5 Students
41 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	Less than 11 Students	290.0 points below standard
1 Student	2 Students	Declined 131.8 points
		40 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
4 Students	2 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	281.6 points below standard
1 Student	1 Student	Declined 135.8 points
		28 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
1 Student		9 Students

Conclusions based on this data:

1. The majority of students performed below standards. CA School Dashboard data indicates overall our students score very low on ELA state performance measures.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
322.2 points below standard	Less than 11 Students	Less than 11 Students
Declined 88.8 points	7 Students	5 Students
40 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	Less than 11 Students	321.5 points below standard
1 Student	2 Students	Declined 87.6 points
		39 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 320.2 points below standard Declined 96.3 points 27 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 9 Students

Conclusions based on this data:

1. All students performed below standards in mathematics. CA School Dashboard data indicates overall our students score very low on Math state performance measures.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 6 Students	Number Students: 6 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. 0 progressed at least one level.
2. 0 decreased one level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Declined 2.1	8 Students	8 Students
59 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Less than 11 Students 0	0 Prepared	0 Prepared
1 Student	Maintained 0	Maintained 1.4
	18 Students	58 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
0 Prepared	Less than 11 Students 0	0 Students
Maintained 0	8 Students	
13 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Red
0 Students	0 Students	0 Prepared
		Maintained 0.9
		48 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students 0
		3 Students

Conclusions based on this data:

1. For All students, no students were in prepared status. We are working for at least 10% of our students to become Prepared by definition.
2. The Hispanic and SED groups have an even lower percentage of Prepared status.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color 78.9% Chronically Absent Increased 27.4 19 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 77.8% Chronically Absent Increased 23.7 18 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 76.9% Chronically Absent Increased 23.9 13 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students had the highest absenteeism rate with Hispanic students close behind.
2. Hispanic students have increased by 23.9%.
3. The Dashboard reports that Merced Valley Community School has rate of 78.9% Absenteeism rate.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 No Performance Color	 No Performance Color
54.8% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 9.2%	8 Students	8 Students
62 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - data not displayed for privacy	22.2% graduated	55.7% graduated
2 Students	Declined 20.1%	Declined 6.6%
	18 Students	61 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
69.2% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0.5%	8 Students	
13 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Red
0 Students	0 Students	56.9% graduated
		Declined 3.5%
		51 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - data not displayed for privacy
		3 Students

Conclusions based on this data:

1. Students with Disabilities have a 69.2% grad rate and the homeless have a rate of 22.2%.
2. The overall graduation rate is 54.8%
3. Socioeconomically Disadvantaged has a rate of 55.7% and Hispanic has a rate of 56.9%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
4% suspended at least one day	6.3% suspended at least one day	6.3% suspended at least one day
Increased 4%	Increased 6.3%	Increased 6.3%
173 Students	16 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day	4.1% suspended at least one day
6 Students	Increased 6.7%	Increased 4.1%
	15 Students	169 Students

Students with Disabilities	African American	American Indian
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	7.1% suspended at least one day	0 Students
Maintained 0%	Increased 7.1%	
31 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	3.8% suspended at least one day
1 Student	1 Student	Increased 3.8%
		130 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	4% suspended at least one day
2 Students		Increased 4%
		25 Students

Conclusions based on this data:

1. Suspension rate is 4%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA
40% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.
LCAP Goal 4: Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled Youth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for ELA, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that met target SGP of 50 or more	24/25 - 49%	40%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18-6.62% 2018/19- 4.60% 2020/21- No Scores Due to Wavier 2021/22: 17.15% Spring 2022: 13.86% 2022/23: 5.84% 23/24: 4.35%	15%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 80.22% 22/23: 76.34%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Beginning Development 2020/21: Average 2.00 - Beginning Development 2021/22: Average 2.98 - Initial Implementation 2022/23 Average 3.50 - Full Implementation 2023/24: Average 3.00 - Initial Implementation 24/25: Average: 4.2 - Full Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.	All students	35449.40 Title I Part A 2000-2999: Classified Personnel Salaries 26652.48 Title I Part A 3000-3999: Employee Benefits 79425.36 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 20849.16 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
1.2	Supplemental materials and supplies include instructional support for grades K through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 level students	500 Title I Part A 4000-4999: Books And Supplies 97724.34 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies 29,587.79 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Equity Multiplier for Tutoring/Supplemental Support 24,234.05 Other 4000-4999: Books And Supplies Equity Multiplier for Digital Library
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided. This will include internal and external vendor contracts for tutoring.	All Students	153368.21 Other 5800: Professional/Consulting Services And Operating Expenditures Equity Multiplier for Training/PDs 30823.14 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Supplemental materials and supplies include instructional support for grades 7 through 12 and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math
25% of students will increase their Math score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings. Our school created a SMART goal for Math, but we will continue to monitor other metrics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B3.	24-25: 48%	25%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2016/17- 0% 2017/18- 0.74% 2018/19 - 0% 2020/21 - No scores due to wavier. Spring 22 - 0.99% 2022/23: - 0% 23/24: 0%	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 100% 2021/22: 80.22% 22/23: 76.34%	100%
Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"(Priority 1)	100%	100%

State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.00 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: Average 3.50 - Full Implementation 2023/24: Average 3.00 - Initial Implementation 24/25: Average 3.25 - Initial Implementation	Average 4.0

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades K through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured and there is no anticipation of any significant changes. Additional training hours provided for MCOE staff and professional development/data progress
monitoring activities will be provided.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture
100% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students, parents, and teachers on school safety and connectedness (Priority 6)	2016: 75% 2018/2019: 70.44% 2019/20: 78% Satisfactory 2020/21: 85% 2021/22: 90% 2022/23: 96.3% 2023/24: Students 88% Staff 100% Families 91% 24/25: Students: 99%, Staff 100%, Families 91%	100%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2016/17: 85% Satisfactory 2018/19: 91.7% Satisfactory 2019/20: 87% Satisfactory 2020/21: 87.5% Satisfactory 2021/22: 90.0 % 2022/23: 100% 2023/24: 84% 24/25: 58%	100%
Attendance rate as measured by average attendance at P2 (Priority 5)	2019/20: 78% 2020/21: 49% 2021/22: 67% 2022/23: 69% 2023:24: 71%	85%

	24/25: 83%	
Chronic Absenteeism as measured by % of students with 10% or more absenteeism (Priority 5)	2016/17: 63% 2017/18: 61.9% 2018/19: 51% 2020/21: 50% 2021/22: 50% 2022/23: 60.2% 24/25: 68.7%	45%
Suspension rate (Priority 6)	2016/17: 11.8% 2017/18: 10.6% 2018/19: 0% 2020/21 - 0% 2021/22: 0 % 2022/23: 1.2% 23/24: 4%	0%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Exemplary 2018/19: Exemplary 2020/21: Exemplary 2021/22: Exemplary 2022/23: Exemplary 2023:24: Good 25/26: Fair	Exemplary
Field trip opportunities as measured by school calendars (Priority 8)	2016/17: 1 field trip 2017/18: 1 field trip 2018/19: 2 field trips 2019/20: 3 field trips 2020/21: 0 Field Trips 2021/22: 0 Field Trips 2022/23: 6 Field trips 2023/24: 7 Field Trips 24/25: 5 Field Trips	6 field trips

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. To increase student motivation, student desired incentives will be provided. Admission to MCOE festivals and other sponsored activities will be provided.	Low income	574.06 Title I Part A 5000-5999: Services And Other Operating Expenditures
3.2	Provide parent involvement activities, including parents of students with exceptional needs, such	All students	500 Title I Part A

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	as: communications to parents, parent volunteers, parent education, parent portal access, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Resources and trainings for Parent Engagement. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)		5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent volunteers, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and childcare services for parent meetings, including Individualized Education Program (IEP) meetings.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$76,065.41
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$499,687.99
Total Federal Funds Provided to the School from the LEA for CSI	$480,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$228,822.00
Title I Part A	$63,675.94

Subtotal of additional federal funds included for this school: $292,497.94

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Other	$207,190.05

Subtotal of state or local funds included for this school: $207,190.05

Total of federal, state, and/or local funds for this school: $499,687.99

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	76,065.41	12,389.47
Comprehensive Support and Improvement (CSI)	480000	251,178.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	228,822.00
Other	207,190.05
Title I Part A	63,675.94

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	114,874.76
3000-3999: Employee Benefits	47,501.64
4000-4999: Books And Supplies	122,458.39
5000-5999: Services And Other Operating Expenditures	61,484.99
5800: Professional/Consulting Services And Operating Expenditures	153,368.21

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	79,425.36
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	20,849.16
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	97,724.34
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	30,823.14
4000-4999: Books And Supplies	Other	24,234.05
5000-5999: Services And Other Operating Expenditures	Other	29,587.79
5800: Professional/Consulting Services And Operating Expenditures	Other	153,368.21

2000-2999: Classified Personnel Salaries	Title I Part A	35,449.40
3000-3999: Employee Benefits	Title I Part A	26,652.48
4000-4999: Books And Supplies	Title I Part A	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A	1,074.06

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	498,613.93
Goal 3	1,074.06

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Robert Pierce	Principal
Monica Maldonado	Other School Staff
Ryan Santos	Secondary Student
Yessica Saenz	Secondary Student
Leanne Baker	Parent or Community Member
Monika Arias	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/2/25.

Attested:

Principal, Robert Pierce on 6/2/25

SSC Chairperson, Leanna Baker on 6/2/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merced County Juvenile Court School	24-10249-2430056		6/16/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Merced County Juvenile Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Merced County Juvenile Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Merced County Juvenile Court School operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement.
The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

Educational Partner Involvement

How, when, and with whom did Merced County Juvenile Court School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students and other stakeholders is critical to the development of the School Plan for Student Achievement (SPSA). The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school and LEA.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:
-School Site Council -
-Teaching Staff - through survey and staff meetings - Fall 2024 and ongoing
-Other Staff - through survey and staff meetings - Fall 2024 and ongoing
-Administration Team - through survey Leadership meetings, and Continuous Improvement sessions,
-Parents - through surveys - Fall 2024 and ongoing
-Students - through surveys and ILP meetings with the administrator - Fall 2024 and ongoing
-Surveys include- Empathy Interviews - Fall 2024
Climate Survey - Spring 2025 (ongoing)
LCAP Surveys - Spring 2025
Community - through meetings with Probation and Juvenile Hall partners, surveys, webpage postings, Board meetings - Fall 2024 and ongoing
WASC Lead Team Meetings - 9/12/24, 9/19/24, 10/3/24, 10/15/24, 12/12/24, 1/29/25, 1/30/25, 2/2/25 (Sunday WASC dinner)
2/4/25 WASC Visit, 2/5/25 WASC debrief

Comprehensive Support and Improvement Involvement
Upon the completion of a needs assessment, it was determined that Juvenile Hall Court School (JHCS) should prioritize reducing the suspension rate and make adjustments to the discipline process to better align Ed Code and Title 15 to ensure academic and facility compliance. JHCS administration worked closely with Probation leadership to gain a shared understanding of guidelines and adjust practices accordingly. New processes and corresponding documents were established and reviewed by MCOE leadership resulting in the establishment of new discipline and support procedures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Does not apply

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In 2023 Juvenile Hall Hispanic and Socioeconomically Disadvantaged students had red indicators in suspension. Both subgroups increased significantly: Hispanic by16.6% and Socioeconomic Disadvantaged by 15.7%. Targeted staff professional development in classroom management, engaging instruction, Ed Code, and alternatives to suspension resulted in decreased suspension rates in 2024. Hispanic student suspension rates declined 8.6% and Socioeconomically Disadvantaged declined 8.4%. MCJCS was able to improve our rating from Red to Orange but more work needs to be done to reduce suspension rates further. MCJCS will continue to work provide professional development in all aspects of classroom management, trauma informed practices, and alternatives to suspension throughout the 25-26 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In 2024 Juvenile Hall Hispanic and Socioeconomically Disadvantaged students had orange indicators in suspension. Although rates decreased for both Hispanic and Socioeconomic Disadvantaged students, MCJCS needs to continue to work with teachers, staff, and probation to support student behavior in the classroom and response poor behavior choices from students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The 2024-2025 Spring Student survey responses indicated the following percentages of student who agree or strongly agree with the following statements:
71% report feeling safe at school
38% sense of belonging
26% feel engaged with school

Classroom observations are conducted formally and informally throughout the year. Administrators conduct classroom observations regularly to support, help develop, and continue engaging, rigorous and safe classrooms that will develop students that will reach higher levels of achievement, thus becoming lifelong learners. Classroom observations serve several purposes: monitoring of standards based adopted programs, implementation of research based instructional support strategies, and to develop collaborative work in learning and refining craft. The data collected from observations is for continual improvement of practices, extracting trend data, and determining future professional developmental growth areas.
Merced County Juvenile Court School uses data from state and local assessments including CA Assessment of Student Performance and Progress (CAASSP), English Language Proficiency
Assessment of California (ELPAC), STAR 360, curriculum-based classroom assessments, the Reading Inventory, and English Language Arts/Math Performance Tasks to place students to
provide appropriate supports and interventions to ensure academic success of all students. This year we will utilize local data only, due to the state suspending the 2019-2020 SBAC and Summative
ELPAC administration as a result of the COVID pandemic. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

(EPC) A calendar of assessments is developed by the Leadership and grade levels teams which could include: curriculum-based measures, weekly and unit assessments, and formative assessments. The adopted core program provides common formative and summative assessments. The assessments are used to monitor student progress and

modify instruction. Supplemental materials in both ELA and math are provided for student support in Tier II and III interventions. Data is systematically collected and analyzed by teachers and Leadership to ensure proper student placement and appropriate instructional delivery based on individual student need. Merced County Juvenile Court School recognizes that parents are their child's first teachers and encourage parents to participate in the educational program of their children, especially to help promote the success of under-achieving students. Many opportunities exist for parents to participate in the educational and decision-making process at our school. Opportunities for parental involvement include: School Site Council, parent-teacher conference, seasonal events, and parent education classes. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums, as well as site-based LCAP activities are available. Often times the best times to engage with parents/families is during the weekend when they come to the facility to visit their child.

District-wide adopted core materials, APEX, were selected based on the State Board of Education Adoption recommendations. The curriculum is aligned to Common Core State Standards (CCSS) and includes credit recovery material to facilitate earning credits at an accelerated pace. Instructional pacing guidelines help grade level teams in selecting standards for instruction.

Research supported instructional strategies are the foundation of teaching. Methods, such as direct instruction, Academic Discourse, and numerous other strategies, are applied during day-to-day practices by teachers. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Merced County Juvenile Court School follows a master calendar, which adheres to the California Department of Education's instructional minute requirements for all subjects. During Distance
Learning, our school is adhering to the minute requirements as provided by SB 98. These minutes consist of 240 minutes for grades 4-11. Merced County Juvenile Court School follows the district recommended instructional pacing guide. The teachers use the units of instruction to align knowledge of standards to student needs. Identified students who require further support to access grade-level standards receive targeted interventions by their teacher or the instructional assistant. A flexible intervention schedule is built into the program time.

Availability of standards-based instructional materials appropriate to all student groups (ESEA) Standards-based instructional materials are available to all student groups at our school. All core standards-based materials contain digital and print options that allow for instructional differentiation to accommodate student achievement levels. Instructional modules are also used as supplemental materials in the core subjects.. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC) Students access standards through direct instruction, other research-based strategies and include the use of both digital and text standards-aligned resources. Intervention materials are available for students who require further support. In English Language Arts/English Language Development and Mathematics, the primary source of materials is within the district's adopted programs. English Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers engage in opportunities to refine their craft by participating in professional development in a variety of settings: conferences, MCOE Professional Development offerings, site-based
professional development, and individual classroom coaching. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate their professional work that occurs during grade-level, faculty, or other designated meeting times. Articulation of student achievement information occurs weekly, as teachers and other staff monitor student progress data and make adjustments to meet student needs. The regular program offers counseling and academic support to ensure at promise students meet standards. The school psychologist and counselor provide social-emotional support through group lessons, classroom lessons, family outreach, monitoring daily student self reports of emotional state, and providing teachers with lessons to support students' social-emotional well-being. The Instructional Assistant works with students in small groups to offer support in attaining necessary academic skills that are lacking. Evidence-based educational practices to raise student achievement Research-based educational practices promoted by the school and district include direct instruction, academic discourse, justification of answers, vocabulary development, completion of classroom based formative assessments, as well as integration of technology.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932) Stakeholders have adequate opportunities to participate in the development of school-wide programs at Title I schools and categorical programs. This participation is in coordination with federal law (No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015), California Education Code, and the policies and regulations of the Merced County Office of Education. Parents elected to serve on the School Site Council advise the school administration and approve the expenditures from the categorical program budgets. A School Site Council parent-

member is also selected each year to represent the school site as a member of the District Advisory Council (DAC). School representatives are included at the district level, meeting numerous times per year: The District's Consolidated Application is reviewed each spring by DAC and DELAC.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Merced County Juvenile Court School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	4.17%	23.08%	27.78%	1	6	5
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	79.17%	73.08%	72.22%	19	19	13
Pacific Islander	%	0%	%	0	0	
White	16.67%	3.85%	%	4	1	
Two or More Races	%	0%	%	0	0	
Not Reported	%	0%	%	0	0	
			Total Enrollment	24	26	18

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 8		1	1
Grade 9	1	2	3
Grade 10	5	6	2
Grade 11	8	8	7
Grade 12	10	6	5
Total Enrollment	24	23	18

Conclusions based on this data:

1. The total student enrollment low compared to previous years.
2. Grades 10 and 12 had the largest decrease in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	7	9	6	29.2%	39.1%	33.3%
Fluent English Proficient (FEP)	7	6	3	29.2%	26.1%	16.7%

Conclusions based on this data:

1. Percentage of English Learners has increased to 33%.
2. No students were reclassified. ELPAC results pending.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*	*		*	0		*	0			
Grade 8		*	*		*	0		*	0			
Grade 11	12	13	4	10	9	0	10	9	0	83.3	69.2	100%
All Grades	12	16	6	10	11	0	10	11	0	83.3	68.8	100%

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	0.00		*	100.0	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. CAASP participation has decreased.
2. 23/24 Overall Achievement for All Students, 0% met standards.
3. CAASPP results for 24-25 pending

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*	*		*	0		*	0			
Grade 8		*	*		*	0		*	0			
Grade 11	12	13	4	10	9	0	10	9	0	83.3	69.2	100
All Grades	12	17	6	10	11	0	10	11	0	83.3	64.7	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*			*			*	
Grade 8		*			*			*			*			*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	0.00		*	100.0	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7		*			*			*	
Grade 8		*			*			*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. CAASPP participation is at 64.7% for 22/23. Much is due to students being released prior to completing testing.
2. 23/24 Overall Achievement for All Students, 100% were below standards.
3. 24/25 CAASPP scores pending

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	5	*	*
12		*	*		*	*		*	*		*	*
All Grades										7	7	10

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data is suppressed because fewer than 11 students tested, so therefore no data.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
18	**100%**	**33.3%**	**5.6%**
Total Number of Students enrolled in Merced County Juvenile Court School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	33.3%
Foster Youth	1	5.6%
Homeless	0	0.0%
Socioeconomically Disadvantaged	18	100%
Students with Disabilities	6	33.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	27.8%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	13	72.2%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	0	0.0%

Conclusions based on this data:

1. 100% of the student population are Socioeconomically Disadvantaged and 35% are English Learners.

2. Our student group with disabilities comprised 17.4% and Foster Youth comprised 13% of our student population.

3. 73.9% of the students are two or more races.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Orange
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. The CA School Dashboard data for Fall 23 indicate that Juvenile Hall had the lowest performance with the suspension rate.
2. Not enough students to generate scores in the other areas.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
5 Students	2 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	Less than 11 Students
1 Student		5 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Not enough students to generate scores.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color Less than 11 Students 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 5 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 4 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 8 Students	Number Students: 8 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
0 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 0	5 Students	5 Students
14 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Less than 11 Students 0	0 Prepared
	2 Students	Maintained 0
		14 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Prepared Maintained 0 11 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 1 Student

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color 62.5% graduated Increased 15.8% 16 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 62.5% graduated Increased 15.8% 16 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 61.5% graduated Increased 23.1% 13 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

1. Our school does not receive many Dashboard colors due to not having at least 30 students in the current and prior year for comparison reasons.
2. Our school has a 46.7% graduation rate, all of whom are Socioeconomically Disadvantaged.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
12.9% suspended at least one day	18.5% suspended at least one day	20% suspended at least one day
Declined 8.4%	Declined 8.8%	Declined 7.3%
139 Students	27 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - data not displayed for privacy	0 Students	12.9% suspended at least one day
10 Students		Declined 8.4%
		139 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
13.8% suspended at least one day	21.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 19.5%	Declined 6%	1 Student
29 Students	23 Students	

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	13% suspended at least one day
1 Student	1 Student	Declined 8.6%
		100 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
5 Students		8 Students

Conclusions based on this data:

1. Our overall suspension rate is 21.4%.
2. Foster Youth have the highest suspension rate of 41.2%.
3. Data show that targeted support of students and staff PD is positively impacting our decline in suspension rates

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - ELA
20% of students will increase their ELA score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that met the student growth percentile (SGP)	2024/2025= 50%, One student	20%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2017/18: 0% 2018/19: In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2019/20 No data due to state wavier. CAASPP 2020/21 17.5% 2021-22 - In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2022-23 - In order to protect student privacy, data is suppressed because 10 or fewer students tested 2024- 2025 - In order to protect student privacy, data is suppressed because 10 or fewer students tested	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2022/23: 46%	66%

Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials”(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in ELA (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Initial Implementation 2020/21: Average 2.60 - Initial Implementation 2021/22: Average 2.98 - Initial Implementation 2022/23: unavailable 2023/24: Average 2.00 - Beginning Development 2024/25: Average 2.90 - Initial Implementation	Average 3.00

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	196,378.13 Title I Part D 2000-2999: Classified Personnel Salaries 99,893.45 Title I Part D 5000-5999: Services And Other Operating Expenditures
1.2	Supplemental materials and supplies include instructional support for high interest activities. These materials are used for universal access, meeting the social emotional and academic needs of all students.	Tier 2 and 3 level students	24219.13 Title I Part A 4000-4999: Books And Supplies 200,335.65 Other 5000-5999: Services And Other Operating Expenditures
1.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	141,641.72 Other 5000-5999: Services And Other Operating Expenditures
1.4	Provide individual academic counseling support to students and create a learning plan to stay on track to graduate with cohort.	All students .25 counselor/ Admin	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency. Overall, actions and services were implemented to achieve the articulated goal in 2023-2024. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career-ready.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics - Math
40% of students will increase their Math score on the STAR360 benchmark assessment from B1 to B2 by one grade level equivalent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Broad: All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they leave the TK-12 system ready for college and career. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark Assessment - STAR360 % of students that grew by one grade level equivalent from B1 to B3.	2024/25 = 50%, one student	40%
State Standardized Assessments as measured by CAASPP Math scores in Met and Exceeded Standards (Priority 4)	2017/18- 0% 2018/19 -In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2020/21- State Wavier 2021-22 - In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2022/23 - In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2023/2024 - In order to protect student privacy, data is suppressed because 10 or fewer students tested.	10%
Properly credentialed teachers with no mis-assignments as measured by SARC review (Priority 1)	2017/18: 100% 2018/19: 100% 2020/21: 100% 2021/22: 80.22%	100%

Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials”(Priority 1)	100%	100%
State Standards implemented as measured by State Reflection Tool in Math (Priority 2)	2018/19: Average 1.90 - Beginning Development 2019/20: Average 2.00 - Beginning Development 2020/21: Average 3.00 - Initial Implementation 2021/22: Average 3.00 - Initial Implementation 2022/23: not available 2023/24: Average 2.00 - Beginning Development	Average 2.00

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Employ and retain classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement. (Aligned to LCAP Goal 1, Action 10)	All students	cost in Goal 1
2.2	Supplemental materials and supplies include instructional support for grades 7 through 12, and reading intervention resources. These materials are used for universal access, meeting the needs of all students with reading difficulties, students with disabilities, and English Learners.	Tier 2 and 3 students	cost in Goal 1
2.3	Additional training hours provided for MCOE staff and professional development/data progress monitoring activities will be provided.	All Students	cost in Goal 1
2.4	Provide individual academic counseling support to students and create a learning plan to stay on track to graduate with cohort.	All students	cost in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Employ and retain certificated and classified staff (IAs) with appropriate skills, credentials, and authorizations to work with students. Employees and tutors will provide support and assistance and create a safe learning environment for students to increase academic achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, science, and English proficiency. Overall, actions and services were implemented to achieve the articulated goal in 2023-24. Professional development for certificated and classified employees was provided. Qualified certificated and classified staff were employed to nurture, serve, and lead students to be college and career-ready.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue to be measured in the 2023-2024 school year and did not have any significant changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate/Culture
95% of staff, students, and families agree or strongly agree that the school provides a positive school climate and culture.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the engagement and support of staff, students, families as stakeholders and decision makers. The data used to arrive at this need were stakeholder focus groups and surveys.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School climate as measured by a survey of students on student engagement. (Priority 6)	2024/25 - 26% engagement	50%
Parental input/engagement in making decisions as measured by a survey of parents (Priority 3)	2024/25: School Support: 93% School Systems: 69%	90% School Support, 75% School Systems
Attendance rate as measured by average attendance at P2 (Priority 5)	2024/25: 98.62%	99%
Suspension rate (Priority 6)	2016/17: 12.3% 2017/18: 1.4% 2018/19: 0 2019/20: 13.7 2021/22: 5.7 2022/23: 21.4% 2023/24: 12.9%	10%
Facilities maintained as measured by SARC review (Priority 1)	2016/17: Good 2017/18: Good 2018/19: Good 2019/20: Good 2021/22: Good 2022/23: Good 2023:24: Fair 2024/25: Same as prior year	Good

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. This will increase the access to extracurricular and enrichment opportunities, student engagement and motivation in school and social emotional confidence. Admission to MCOE festivals and other sponsored activities will be provided. (Aligned to LCAP Goal 2, Action 1)	Low income	20681 Title I Part A 5000-5999: Services And Other Operating Expenditures
3.2	Provide parent involvement activities, including parents of students with exceptional needs, such as: communications to parents, parent education, and family events. Provide school communications to parents, including parents of students with exceptional needs, in the home language. Provide bilingual interpreting and child care services for parent meetings, including Individualized Education Program (IEP) meetings. (Aligned to LCAP Goal 2, Action 7)	All students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Merced COE will employ highly qualified staff with appropriate assignments. Students, their families, and the community feel our schools have a safe and supportive environment by providing a school climate that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The unduplicated low-income students have some of the lowest rates of participation in extracurricular and enrichment opportunities and programs both inside and outside of school, leading to lower rates of student engagement and motivation in school and lower social emotional confidence. To address these needs, educational enrichment and school activities will be provided. Admission to MCOE festivals and other sponsored activities will be provided.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Attendance rates and chronic absenteeism will continue to be monitored by our sites.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$42,755
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$683,149.08
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A	$44,900.13
Title I Part D	$296,271.58

Subtotal of additional federal funds included for this school: $341,171.71

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Other	$341,977.37

Subtotal of state or local funds included for this school: $341,977.37

Total of federal, state, and/or local funds for this school: $683,149.08

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A	44900.13	0.00
Title I Part D	296271.58	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Other	341,977.37
Title I Part A	44,900.13
Title I Part D	296,271.58

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	196,378.13
4000-4999: Books And Supplies	24,219.13
5000-5999: Services And Other Operating Expenditures	462,551.82

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Other	341,977.37
4000-4999: Books And Supplies	Title I Part A	24,219.13
5000-5999: Services And Other Operating Expenditures	Title I Part A	20,681.00
2000-2999: Classified Personnel Salaries	Title I Part D	196,378.13
5000-5999: Services And Other Operating Expenditures	Title I Part D	99,893.45

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	662,468.08

Goal 3	20,681.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Robert Pierce	Principal
Luis Figueroa Chavez	Secondary Student
Anita Vargas	Parent or Community Member
Jonathon Wagnor	Classroom Teacher
Emilia Chavez	Parent or Community Member
Monica Maldonado	Other School Staff
Patricia Martinez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/3/2024.

Attested:



Principal, Robert Pierce on 6/3/2024

SSC Chairperson, Emilia Chavez on 6/3/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

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MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Student Programs 25-26 Applications

June 16th Board Meeting

Dashboard Alternative School Status (DASS)

Dashboard Alternative School Status (DASS)

- *An alternative form of accountability in measuring graduation rates that measures more than the number of students with standard diplomas:*
  - *Standard diplomas*
  - *Complete specific certificates*
  - *Complete the California High School Proficiency Examination (CHSPE)*
  - *Earn the GED*
  - *Earn an adult education diploma*



Eligible Schools

- *County/District Community Schools*
  - *VCS Atwater, VCS Los Banos, VCS Merced*
- *Alternative schools of choice*
- *Charter schools that serve high-risk students*
  - *Come Back Charter School*
- *County-Run Special Education Schools*
  - *MCOE Special Education*
- *Juvenile Court*
  - *Merced County Juvenile Court*

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25-26 Appl. for Federal Funding

Federal Funding

- Title I, Part A (Improving Basic Programs) Yes
- Title I, Part D Subpart 2 (At-Risk & Delinquent) Yes
- Title II, Part A (Supporting Effective Instruction) Yes
- Title III English Learner Yes
- Title III Immigrant No
- Title IV, Part A (Student and School Support) Yes

California Department of Education **Consolidated Application**

Merced County Office of Education (24 10249 0000000)

Status: Draft
Saved by: Joseph Oh
Date: 6/3/2025 7:52 AM

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

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

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







2D ART

SPECIAL EDUCATION/STUDENT PROG.
PROP 28 ART AND MUSIC GRANT

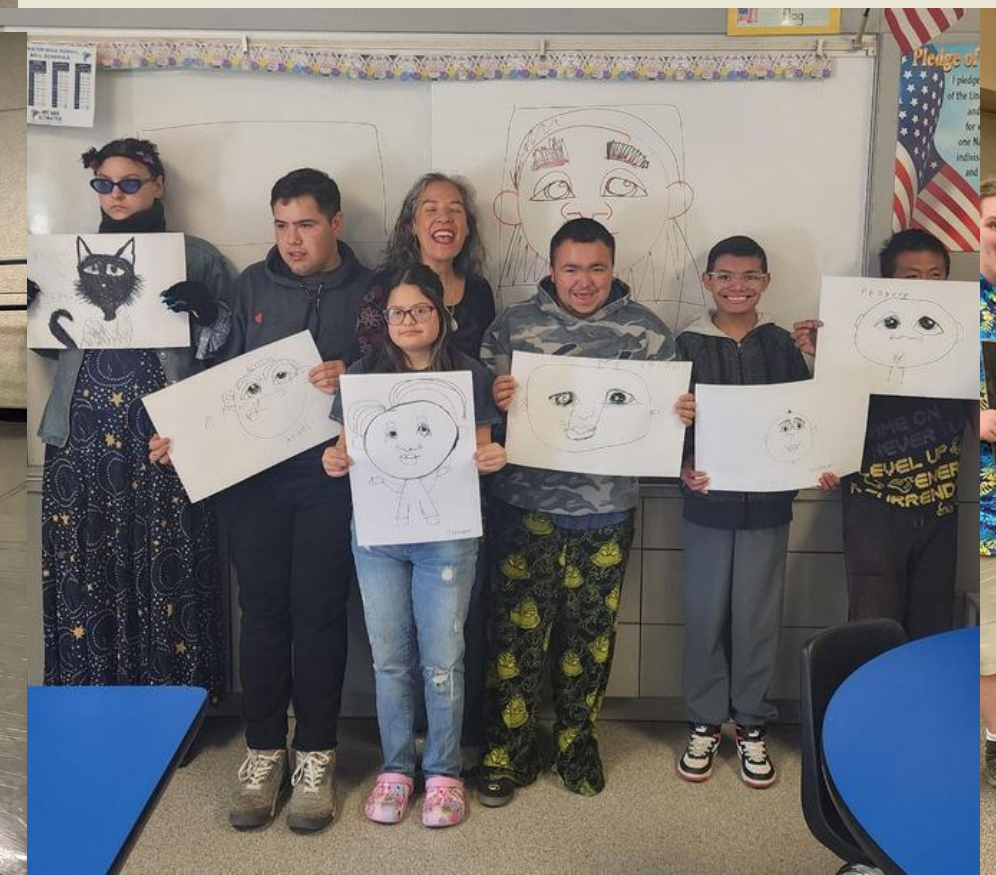
SPECIAL EDUCATION: **78 Classrooms (PK-12+)- 226 Lessons**

STUDENT PROGRAMS: **1 school site; 40 students served**

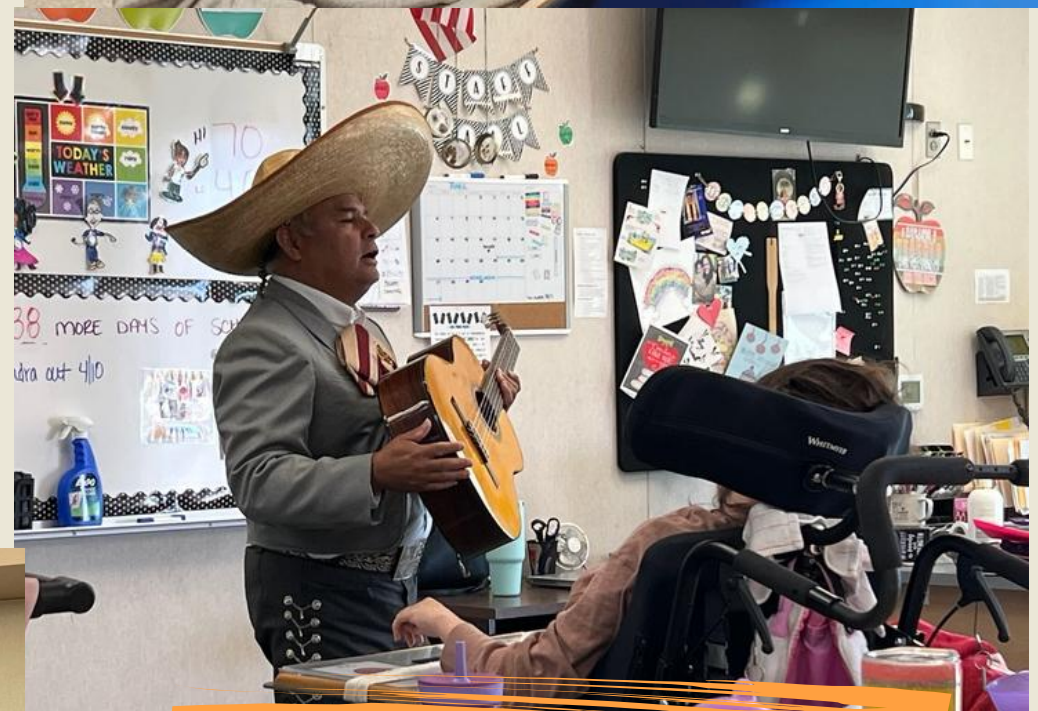
- 3 Art and Literature
- 115 2D Art Lessons
- 30 Dance Lessons
- 42 Music Lessons
- 27 3D Art Lessons
- 9 Theater Lessons



DANCE!

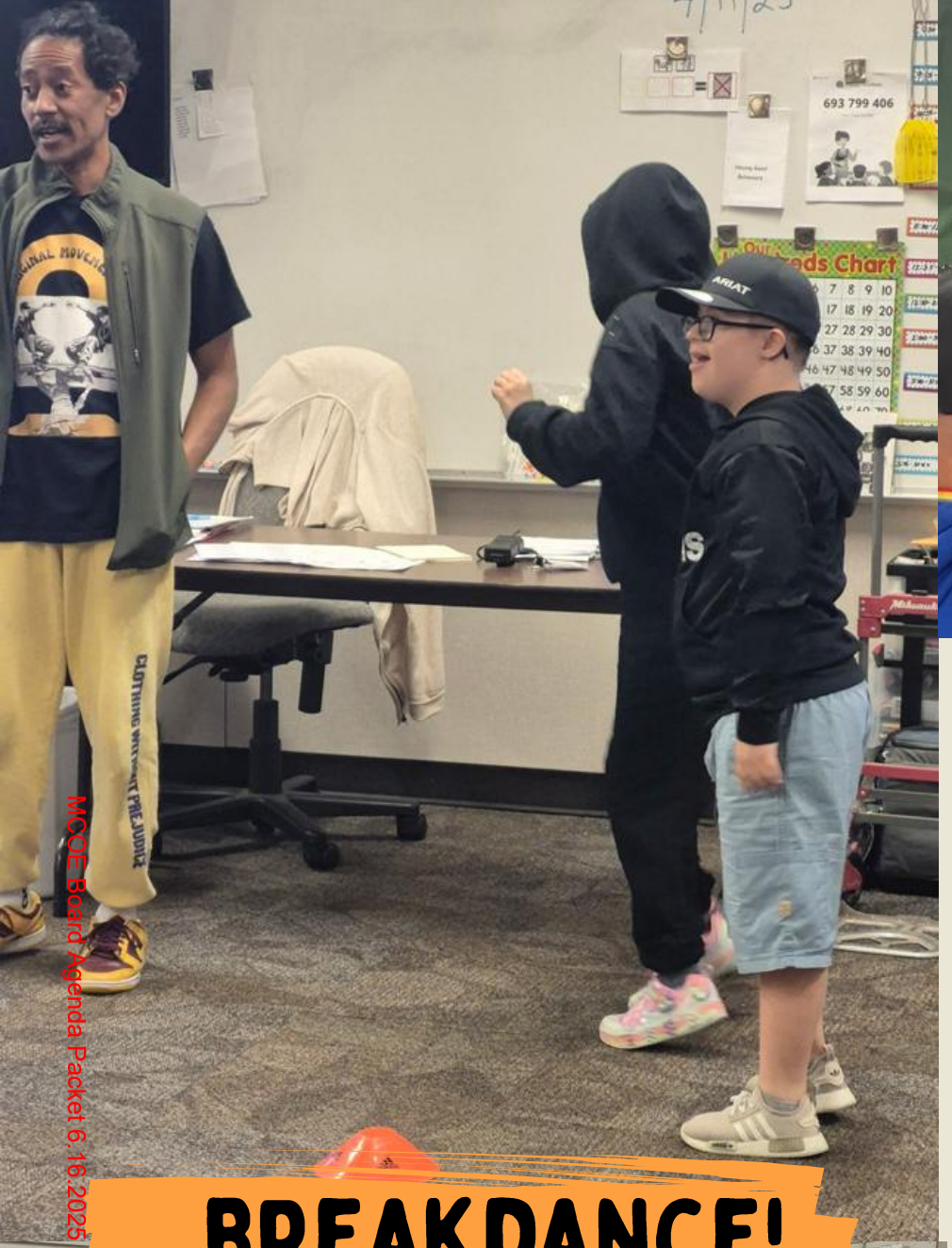






MUSIC









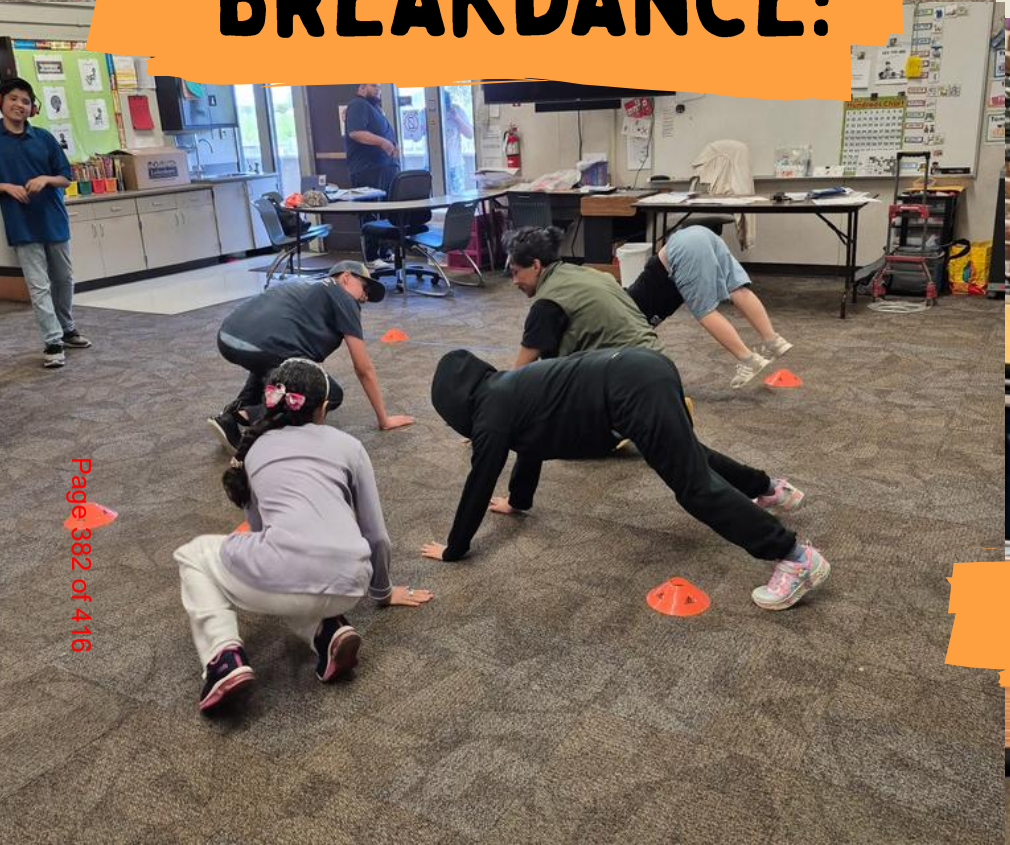
2D ART

FLOYD A. SCHELBY
PROP 28 ART AND MUSIC GRANT

8 Classrooms- 24 Lessons

- 12 Music Lessons
- 6 2D Art Lessons
- 6 Breakdance Lessons





BREAKDANCE!



MUSIC



MCOE Board Agenda Packet 6.16.2025

Merced County Office of Education
2025 Prop 28 Annual Report: Arts and Music

Narrative description of the Prop 28 arts education program(s) funded for the 2024-25 school year:

The Merced County Office of Education (MCOE) oversees and operates a wide range of specialized educational programs in both Special Education and Student Programs. These services are designed to support a diverse student population across Merced County, including students in special education, alternative education settings, and juvenile justice facilities.

To provide equitable access to high-quality arts and music enrichment, MCOE partnered with the Merced Multicultural Arts Center. Through this partnership, professional artists were contracted to lead engaging and culturally inclusive lessons across multiple disciplines.

Funding from Proposition 28 made it possible to purchase the necessary art supplies and materials to support these activities. Students, ranging from preschool through age 22, participated in a variety of enriching experiences, including:

- 2D and 3D Visual Arts
- Theater Arts/Drama
- Dance, including Polynesian, Breakdance, Hip Hop, and Jazz styles
- Art and Literature
- Music/Guitar Lessons

Each student received a minimum of one lesson per month, with sessions tailored to the learners' developmental and educational needs.

Additionally, special education students with emotional disabilities were offered extra guitar lessons through Prop 28 funding. These lessons were individualized based on student interest and proficiency, ranging from learning basic chords and strumming techniques to playing their favorite songs.

Through this initiative, Proposition 28 funding has significantly expanded opportunities for students to explore creative expression. Many students, particularly those in specialized settings, would not have had access to such programs without this support, demonstrating the transformative power of the arts in education.

1.	Number of full-time equivalent teachers (certificated).	0
2.	Number of full-time equivalent teachers (classified).	0
3.	Number of full-time equivalent teaching aides.	0
4.	Number of students served.	1062 (930 SPED, 92 Schelby, 40 Student Prog)
5.	Number of school sites providing arts education.	80 (78 SPED, 1 Schelby, 1 Stud Prog)

The Prop. 28 Annual Report can be found on our website at:

https://www.mcoe.org/departments-programs/sped/se-public-notices

MCOE Board Agenda Packet 6.16.2025

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

Prop 28: Merced Scholars Charter School

June 16, 2025

Prop 28: Merced Scholars Charter School

Merced Scholars Charter
Proposition 28: Arts and Music in Schools Funding
2025 Annual Report

Narrative description of the Prop 28 arts education program(s) funded for the 2024-25 school year:
The Parent Advisory Council voiced a need to have enrichment classes offered to students in the area of the arts. We contracted with a community partner to provide a variety of classes throughout each week including Elementary Art, 3D Art, theater arts/drama, and different styles of dance including: Polynesian, breakdance, hip hop, and jazz. Students in grades Kinder - 8th participated in the various offerings. In addition, several staff members and teachers purchased art supplies with these funds to provide opportunities for students to do art projects during small group time.

1.	Number of full-time equivalent teachers (certificated).	0
2.	Number of full-time equivalent teachers (classified).	0
3.	Number of full-time equivalent teaching aides.	0
4.	Number of students served.	135
5.	Number of school sites providing arts education.	1

MERCED COUNTY Office of Education
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County Superintendent of Schools

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

Prop 28:
Come Back Charter School

June 16, 2025

Prop 28: Come Back Charter School

MCOE Board Agenda Packet 6.16.2025

Come Back Charter
Proposition 28: Arts and Music in Schools Funding
2025 Annual Report

Narrative description of the Prop 28 arts education program(s) funded for the 2024-25 school year:
Come Back Chapter has not had the opportunity in this current school year to utilize these funds. A plan will be put in place for the 25-26 school year.

1.	Number of full-time equivalent teachers (certificated).	0
2.	Number of full-time equivalent teachers (classified).	0
3.	Number of full-time equivalent teaching aides.	0
4.	Number of students served.	0
5.	Number of school sites providing arts education.	0

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

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

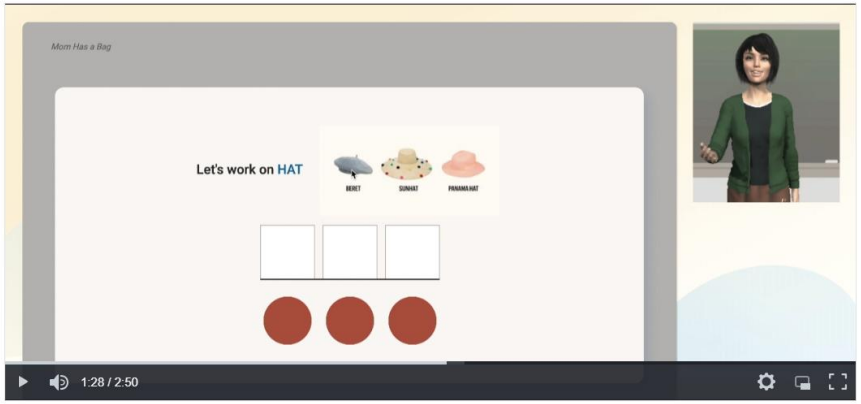
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Student Programs & SPED Reading Screener Adoption

June 16, 2025

K-2 Reading Screener Adoption for SP & SPED

Kyle, Kindergarten



Amira For California

California's Premier K-2 Reading Difficulties Risk Screener

As a California educator, you face an urgent mandate. Starting in 2025-26, all K-2 students must be screened for reading difficulties. For district and school leaders, this isn't just about compliance - it's about identifying struggling readers early and ensuring every child can read by third grade.

Meet the mandatory screening requirements of State Bill 114 (EC 53008) with Amira Learning--the only K-8 assessment unanimously approved by the Reading Difficulties Risk Screener Selection Panel (RDRSSP).

https://www.hmhco.com/programs/amira

MERCED COUNTY Office of Education
NURTURE • SERVE • LEAD
Steve M. Tietjen, Ed.D.
County Superintendent of Schools

Merced County Office of Education

2025-26

Annual Summary Report

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MCOE Board Agenda Packet 6.16.2025

Local Context

The Merced County Office of Education (MCOE) serves as a vital support system for the 20 school districts within Merced County, California, encompassing a diverse student population of over 59,000 across nearly 2,000 square miles of predominantly rural, agricultural land. MCOE provides essential services including curriculum and instructional support, early education, special education, educator professional development, and fiscal oversight. It also administers alternative education programs, such as court and community schools, and initiatives such as Expanded Learning and Migrant Education. Through these comprehensive services and partnerships, MCOE plays a crucial role in fostering educational excellence and equity throughout Merced County.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code* (*EC*) 52066 and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [*EC Section* 52070].

Metric	Action

MCOE Board Agenda Packet 6.16.2025

• Attendance rate at technical assistance meetings. • Numbers of LCAPs pre-approved prior to Public Hearing (subject to final fiscal approval with the Adopted Budget). • Survey measures from district leaders to measure the level of effectiveness of support and information. • Rate of MCOE Approved LCAPs.	• Hold technical assistance meetings with district leaders. • Provide in-person and/or virtual technical assistance sessions for district leaders to attend and ask questions regarding LCAP components and requirements. • Review LCAP drafts and provide feedback prior to adoption. • Agendize LCAP items/updates for Curriculum Leadership Network (CLN), Categorical/English Learner Network, and Business Services Chief Business Official (CBO) Meetings. • Provide professional learning opportunities focused on State and Local Indicators and LCAP template components, i.e. Annual Update, etc. • Provide timely information for schools and districts through the State & Federal Programs Monthly Update Newsletter. • The County Office Review Team approves LCAPs in July and August, and works with district leaders to ensure that all LCAPs are approvable by the County Superintendent of Schools. • LCAP Review Criteria ○ The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 and follows any instructions or directions for completing the template that are adopted by the state board. ○ The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district, based on the projections of the costs included in the plan. ○ The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03 and Title 5, California Code of Regulations, Sections 15494-15497. ○ The local control and accountability plan includes the required calculations to determine whether there is a carryover requirement pursuant to Education Code Sections 42238.07 and 52064 and, if applicable, includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement {Education Code Section 52070(d)(4)}. This carryover requirement is independent of and in addition to the requirement to increase or improve services for the ensuing fiscal year described above.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

MCOE Board Agenda Packet 6.16.2025

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
• Rate of MCOE Approved LCAPs. • Analysis of district LCAP Actions designed to meet needs as indicated by the CA School Dashboard.	• Provide in-person technical assistance sessions for district leaders to learn and ask questions regarding LCAP components and requirements. • Provide district leaders with tools to identify change ideas that address root causes and achievement gaps, which in turn are memorialized as actions, services, and goals within an LCAP and in other planning documents. • Provide customized support in the area(s) that the district has identified as a need.

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of *EC Section 52071.*

Metric	Actions	Source of Funding
• Number of districts eligible for Differentiated Assistance. • Numbers/rates of student groups within districts by dashboard color. • Number of districts participating in MCOE improvement networks. • Analysis of district LCAP Actions designed to meet needs as indicated by the CA School Dashboard.	• Work with district leaders to review the current year Dashboard data to determine strengths and areas of growth with regard to the state priorities. • MCOE designated staff compile district Dashboard data to analyze and evaluate progress. • Provide targeted professional development on CA Dashboard Analysis and other district identified needs. • Work with district leaders to review and analyze local data/measures. • Support districts through qualitative analyses, such as process mapping, empathy interviews, etc…, to refine and calibrate practices. • Work with district leaders to identify root causes, effective programs and policies and areas of growth using Improvement Science tools. • Introduce the Continuous Improvement Cycle to districts to determine root causes. • Work with district leaders to draft LCAP actions and services that align to root causes. • Build the capacity of district DA/Improvement teams, so that they can monitor and evaluate their own system.	LCFF and Differentiated Assistance

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

MCOE Board Agenda Packet 6.16.2025

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

After technical assistance work with the Merced County Office of Education, districts are engaging in next steps which include but are not limited to:

- Systems Mapping to monitor and develop a system of local measures for analyzing student outcomes prior to dashboard release.
- Increase instructional walkthroughs with a focus on specific student populations and their engagement in grade appropriate content and instruction.
- Collecting “street data” or more information from system users, such as students, teachers and parents, using empathy interviews, observations, and/or other data collection strategies.
- Selection and attending professional learning based on district need.
- Reviewing curriculum needs and options with the release of the new California Mathematics Framework.
- Monitoring and support for the strategy roadmaps that LEA developed as part of the differentiated assistance work.
- Participating in Improvement Networks focused on particular student groups and/or indicators

MCOE Board Agenda Packet 6.16.2025

For COEs who have Local Educational Agencies who meet the eligibility criteria under *Ed Code 52072(a) ["Direct Technical Assistance" (DTA) supports]*

Prompt for COEs with districts who meet criteria: For districts who meet eligibility criteria under *Ed Code 52072 (a)*, describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Prompt	Narrative	
Optional Prompt for COEs with districts who meet criteria [*EC Section 52072 (f)*]	Merced County Office of Education currently does not support any district in Direct Technical Assistance.	

EC Section 52072, https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections* 52059.5-52077.

Metric	Action
• Attendance at professional development offerings and MCOE Networks • Number of Contracts for Instructional coaching that align to LCAP • Survey Data from Coaching Contracts • Review of District Midyear Reports • District progress on state and local measures	• Educational Services and Special Education Local Plan Area (SELPA) staff provide professional development that aligns with district LCAP plans • Educational Services and SELPA staff will collaborate to provide integrated professional development opportunities to address district needs. • Provide quarterly opportunities for District Curriculum & Instruction Leaders to come together and provide opportunities for districts to share problems of practice, best practices, and receive feedback from others through a peer review/critical friends format. • Reserve time in the Curriculum Learning Network (CLN) meetings for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other. • Educational Services will provide coaches for site and district leadership as part of the 21 CSLA grant. • Provide professional development and spotlight continuous improvement strategies during quarterly CLN meetings. • Provide schools and districts with a systematic continuous improvement training series, i.e. Superintendent Series. • Model and practice the use of Continuous Improvement resources and tools in CLN. • Provide opportunities for district leaders to share Continuous Improvement Practices and Processes utilized in their districts at quarterly CLN. • Assist districts in implementing and monitoring impact of actions identified in the LCAP through review of district Annual Updates. • Review district progress on the CA Dashboard and local measures.

EC Sections 52059.5–52077, https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5.

MCOE Board Agenda Packet 6.16.2025

Collaboration

The Merced County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
Merced County Superintendent of Schools participates in quarterly CCS meetings.	Yes	Yes	Yes	Yes	Yes
The Assistant Superintendent, Educational Services and Directors meet bi-monthly with Region 7 C&I leaders.	No	No	No	Yes	Yes
The Assistant Superintendent, Educational Services & Directors meet quarterly with C&I leaders across the state at Curricular and Improvement Support Committee (CISC) meetings.	Yes	Yes	Yes	Yes	Yes
The Coordinator of State and Federal Programs attends State and Federal Program Meetings.	Yes	Yes	No	Yes	Yes
The LCAP review team attends the CISC LCAP training modules and calibration calls.	No	Yes	Yes	No	No
Educational Services Staff attends Mid State Collaborative and 21CSLA advisory and sub-committee meetings.	No	No	No	Yes	Yes
The Deputy Superintendent of Business Services attends monthly BASC meetings and participates in the annual revision and approval of the LCAP Approval Manual.	Yes	Yes	Yes	Yes	Yes

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

MCOE Board Agenda Packet 6.16.2025

Goal Four: Supports for Special Education

***Not YET Applicable- EC* Section 52064.**

Related Expenditures-COE

Funding sources included:	Local Control Funding Formula and Differentiated Assistance

The estimated costs associated with each goal in the plan reflect the scope and nature of the support provided:

- Goal 1: This estimate reflects the foundational costs associated with fulfilling legal requirements, including the review and approval of district LCAPs. It is calculated using a combination of salary and operational expenditures from the Educational Services department, along with a portion of related fiscal office expenses.
- Goal 2: This goal encompasses targeted technical assistance to districts identified for support, including Differentiated Assistance. Due to the customized and often intensive nature of this support, the estimated cost is higher. It includes staff time, resources, and tools used to support root cause analysis, strategic planning, and improvement work with identified LEAs.
- Goal 3: This estimate captures the broad range of best practices and capacity-building supports provided to all districts. These include professional development workshops, instructional coaching, continuous improvement training, business services training, and network meetings.

All estimates are supported through a combination of Local Control Funding Formula (LCFF) resources and Differentiated Assistance funds, reflecting the county office's commitment to delivering both compliance-based and capacity-building services to districts.

Goal	2025-2026 Estimated Costs
Goal 1	$500,000
Goal 2	$600,000
Goal 3	$1,133,000
Goal 4 (not yet applicable *EC* Section 52064.3)	**[N/A]**
Total Estimated Cost	**$2,233,000**

MCOE Board Agenda Packet 6.16.2025



Adopted Budget

Fiscal Year 2025-2026

Presented by Rosa Casillas, Director- Business Services

Public Hearing held on June 9, 2025

The 2025-2026 Budget may be found on our website:
https://www.mcoe.org/departments-programs/educational-services/student-programs/mcoe-public-postings

Resolution Number 2025-16

RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION
Gov. Code sections 7522.56 & 21224

June 16, 2025

WHEREAS, in compliance with Government (Gov.) Code section 7522.56 of the Public Employees' Retirement Law, the Merced County Office of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days have passed since their retirement date; and

WHEREAS, (Katherine Weimer) CalPERS Id #2035074111 retired from the Merced County Office of Education from the position of Director, Business Services effective (May 30, 2025); and

WHEREAS, Gov. Code section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date. which is (date 181st day after retirement) without this certification resolution; and

WHEREAS, Gov. Code section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Merced County Board of Education the Merced County Office of Education, and Katherine Weimer certify that Katherine Weimer has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Merced County Office of Education is the SELPA AU for Merced County and is the lead for the CYBHI consortium in Merced County;

WHEREAS, Katherine Weimer is the staff member who is most knowledgeable of the above programs and retired on May 30, 2025;

WHEREAS, the Merced County Board of Education hereby appoints Katherine Weimer as an extra help retired annuitant to perform the duties of training staff for the Merced County Office of Education under Gov. Code section 21224. effective July 1, 2025, as a Department Business Services Manager;

WHEREAS, the entire employment agreement, contract, or appointment document between Katherine Weimer and the Merced County Office of Education has been reviewed by this body and is attached herein; and

WHEREAS, no matters, issues, terms, or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 173.333 to equal the hourly rate; and

WHEREAS, the maximum 2024-25 base salary for this position is ($10,233) and the hourly equivalent is ($58.81), and the minimum base salary for this position is ($9,093) and the hourly equivalent is ($52.26); and

WHEREAS, the hourly rate paid to Katherine Weimer will be (58.81), plus COLA; and

WHEREAS, Katherine Weimer has not and will not receive any other benefit, incentive, compensation in lieu of benefit, or other form of compensation in addition to this hourly pay rate; and

WHEREAS, Katherine Weimer will certify in writing after acceptance of the offer of employment that she is not and has not received any unemployment insurance compensation arising out of her prior employment with the MCOE,

THEREFORE, BE IT RESOLVED THAT the Merced County Office of Education hereby certifies the nature of the appointment of Katherine Weimer as described herein and detailed in the attached employment agreement/contract/appointment document and that this appointment is necessary to fill the critically needed position of Department Business Services Manager for the Merced County Office of Education by July 1, 2025 in order to train new staff and participate in year-end closing.

(Signatures and other notations as per usual for resolution by governing body name, including vote count)

ADOPTED, SIGNED, AND APPROVED this **16th** day of **June**, **2025.**

Dennis Hanks, Chairperson
Merced County Board of Education

I, **Steve M. Tietjen**, Clerk of the Governing Board of the Merced County Board of Education, do hereby certify that the foregoing Resolution was adopted by the Board of Education of said County Office at the meeting of the Board of Education held on the 16th day of June 2025, and it was so adopted by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

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

Merced County Office of Education - Business Services
MCOE Budget 25-26: Education Protection Account Estimate
Proposition 30 & 55
6/5/2025

Estimated EPA Funding Amount	$	56,238
Funding Distribution		
Court School Non- Administrative Salaries & Benefits		10,545
Community School Non-Administrative Salaries & Benefits		45,693
Total		56,238

Calculation		
Estimated 25-26 ADA		281.19
Minimum Funding per ADA	$	200.00
Minimum EPA Funding	$	56,238.00
Adjusted Revenue Limit	$	8,069,532
Local Revenue/In-lieu of Property Taxes	$	11,947,584
EPA Proportionate Share Cap(a-b, If less than 0, C20=0)	$	-
Adusted Revenue Limit	$	8,069,532
EPA % for 25-26		28.19204594%
EPA Proportionate Share (C21*C22)	$	2,274,966
Estimated EPA	$	56,238

LCFF Comm/Juv Total Distribution	
Community School	6,242,502.00
Juv Hall	806,314.00
Total	7,048,816.00

Version 26.1c		
Community School		10,545
Juv Hall		45,693
Total	$	56,238

Regular LCFF Distribution	
Community School	6,231,957.00
Juv Hall	760,621.00
Total	6,992,578.00

EPA + Regular	7,048,816.00
Check	-

Merced County Office of Education - Business Services
Merced Scholars Charter Budget 25-26: Education Protection Account Estimate
Proposition 30 and 55 Funding
6/5/2025

	Estimated EPA Funding Amount	$ 833,404
	Funding Distribution	
	Salaries and Benefits for Non-Administrative Purposes	833,404
	Total	833,404

	Calculation	
a	Adjusted Total Revenue Limit	$ 2,956,167
b	EPA % for 25-26	28.19204594%
c	Estimated EPA (a * b)	$ 833,404

Estimated EPA (c * d)

25-26 Total Estimated Charter LCFF		
LCFF Calculation	$	4,914,414
EPA Allocation 09-1400	$	833,404
Regular 09-0000	$	4,081,010

Estimated 25-26 ADA		355
Minimum Funding per ADA	$	200.00
Minimum EPA Funding	$	71,000.00

Calculator Version:
Version 26.2b

Merced County Office of Education - Business Services
Come Back Charter Budget 25-26: Education Protection Account Estimate
Proposition 30 and 55 Funding
6/5/2025

Estimated EPA Funding Amount	$ 21,000
Funding Distribution	
Salaries and Benefits for Non-Administrative Purposes	21,000
Total	21,000

	Calculation		
a	Adjusted Total Revenue Limit	$	-
b	EPA % for 25-26		28.19204594%
c	Estimated EPA (a * b)	$	21,000

Estimated EPA (c * d)

25-26 Total Estimated Charter LCFF		
LCFF Calculation	$	1,577,339
EPA Allocation 09-1400	$	16,604
Regular 09-0000	$	1,560,735

Estimated 25-26 ADA		105
Minimum Funding per ADA	$	200.00
Minimum EPA Funding	$	21,000.00

Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
VACANT, Member

Resolution No. 2025-15

DETERMINING HOW THE MONEY RECEIVED FROM THE EDUCATION PROTECTION ACCOUNT (2025-2026) ARE SPENT AT THE MERCED COUNTY OFFICE OF EDUCATION

WHEREAS, the voters approved Proposition 30 on November 6, 2012, and Proposition 55 on November 8, 2016; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution, effective November 7, 2012 (sun setting December 31, 2018), and Proposition 55 Article XII, Section 36 to the California Constitution, effective November 8, 2016 (commenced January 1, 2019); and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Assistant Superintendent of Business Services shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools, and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in an open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs; and

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts, and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts, and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36; and

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36, and the spending determinations on how the money will be spent shall be made in an open session of a public meeting of the governing board on June 16, 2025;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Merced County Office of Education has determined to spend the estimated monies received from the Education Protection Act as attached.

Dated: **June 16, 2025**.

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

_____
Board Member – **Dennis Hanks**, Chairperson

_____
Board Member – **Geneva Brett**, Vice Chairperson

_____
Board Member – **Frank Fagundes**

_____
Board Member – **Rodrigo Espinosa**

_____
Board Member – **VACANT**

Merced County Ethnic Studies
Course Introduction



During the 2023-2024 school year, representatives from six high schools and five districts within our county met together to develop a curriculum and lessons for a countywide Ethnic Studies class. The members of this team included:

- Wassim Absood - Gustine Unified School District / Gustine High School
- Mario Arroyo - Merced Union High School District / El Capitan High School
- Adam Blauert - Merced Union High School District / Golden Valley High School
- Zachary DeGrace - Los Banos Unified School District / Pacheco High School
- Lucy Gutierrez - Hilmar Unified School District / Hilmar High School
- Salvador Rosas - Le Grand Union High School District / Le Grand High School

The team continued its work over the 2024-2025 school year, adding two additional team members:

- Daryl Catrina - Dos Palos High School / Dos Palos-Oro Loma Joint Unified School District
- Jennifer Hunger - Dos Palos High School / Dos Palos-Oro Loma Joint Unified School District

Our goal was to create a curriculum that met the following criteria:

- Include as many of the ethnic groups that are part of our community as possible, in addition to the four primary groups identified in the legislation that created the ethnic studies course requirement
- Contain complete lessons that are ready to be implemented in classrooms
- Be easily adaptable to fit the needs of a specific school or district, such as by expanding coverage of the ethnic groups and communities that are represented on each campus
- Teach students how to have constructive conversations about difficult and controversial topics

Organization:

- We have organized the curriculum thematically into five units. These units are outlined in the following section. Thematic organization allows teachers to cover *each* ethnic group in *each* unit, thereby lessening the likelihood of students losing interest "because they're not talking about my group yet." It also allows for students to compare the experiences of various groups.
- Unit 1 introduces fundamental ethnic studies concepts, and orientates students to ethnic groups and diversity both at a national level and within our own county.
- Units 2-5 include all of the four ethnic groups listed in the state law (Native Americans, African Americans, Latinx / Chicano/a Americans, and Asian Americans) in addition to other groups that have made Merced County their home.

Merced County Ethnic Studies
Course Description



Merced County Ethnic Studies

- **New course**- AB101 (CA Ed Code Section 51225.3) State Adopted Graduation Requirement
- **Open to Grades**: 9-12 (graduation requirement)
- **One-semester course - will be placed in the curriculum in different grades by different districts:**
  - 9th grade State Requirements
  - 12th grade social science
  - 11th or 12th grade English language arts
- **A-G metric**: Satisfies the graduation requirement and may meet UC/CSU college-prep elective "G" credit
- **Course description:** Students will learn about ethnic and racial groups whose history and stories may have been traditionally overlooked such as Blacks, Latinos, Native Americans, and Asian Americans. The course will also include local ethnic heritage and legacies of students in Merced County Communities.

Merced County Ethnic Studies
Course Outline



Unit I: Exploring Ethnicity, Race, Culture, and Identity - Who Are We?

Lesson 1.1: What is Ethnic Studies and Why Should We Study It?

Lesson 1.2: Civil Conversations: How to Discuss Challenging Subjects Constructively

Lesson 1.3: Agency and Structure

Lesson 1.4: Race, Nationality, Culture, Ethnicity

Lesson 1.5: Melting Pot vs. Salad Bowl

Lesson 1.6: Merced County's Demographic and Socioeconomic Profile

Lesson 1.7: Ethnicity and Voting

Lesson 1.8: Unit Assessment

Unit 2: Origins - Immigration, Borders, Migration, Indigeneity, Names, and Identities

Lesson 2.1: Origins and Immigration

Lesson 2.2: Migration and Push-Pull Factors

Lesson 2.3: Indigeneity

Lesson 2.4: Native Americans and Colonists

Lesson 2.5: African American Origins

Lesson 2.6: Hispanic and Latino Origins

Lesson 2.7: Asian American Origins and Immigration

Lesson 2.8: The Vietnam War and Hmong, Lao, Vietnamese, and Cambodian Immigration

Lesson 2.9: Portuguese Immigration (Optional)

Lesson 2.10: Irish and Italian Immigration and Assimilation (Optional)

Lesson 2.11: Armenian Culture and Immigration (Optional)

Lesson 2.12: Assyrian Culture and Immigration (Optional)

Lesson 2.13: Swedish Culture and Immigration (Optional)

Lesson 2.14: An Exploration of Okie Identity and Origins (Optional)

Lesson 2.15: Unit Assessment

Unit 3: Discrimination, Resistance, Resilience

Lesson 3.1: Bias, Discrimination and Racism

Lesson 3.2: Implicit Bias

Lesson 3.3: Native American Trials and Resilience

Lesson 3.4: African American Trials and Resilience

Lesson 3.5: Hispanic and Latino American Trials and Resilience

Lesson 3.6: Asian American Trials and Resilience

Lesson 3.7: Redlining

Lesson 3.8: Merced's Ethnic Communities

Lesson 3.9: The Foundation and Goals of the ADC (Optional)

Lesson 3.10: Investigation of the Life and Death of Alex Odeh (Optional)

Lesson 3.11: Unit Assessment

Unit 4: American Dream(s) and Shared Culture

Lesson 4.1: American Dream(s)

Lesson 4.2: Larry and Cesar

Lesson 4.3: Unsung Hero Research

Lesson 4.4: Jackie Robinson

Lesson 4.5: Fernando Valenzuela

Lesson 4.6: Muhammad Ali

Lesson 4.7: Navajo Code Talkers

Lesson 4.8: African American Contributions to American Music

Lesson 4.9: Hispanic and Latino American Contributions to American Music

Lesson 4.10: Maya Angelou and Toni Morrison

Lesson 4.11: Native American Authors

Lesson 4.12: Ethnic Foods and American Cuisine

Lesson 4.13: Quote Project

Lesson 4.14: Unit Assessment

Unit 5: Living Together

Lesson 5.1: Introduction to Living Together

Lesson 5.2: Native Americans - Current Issues

Lesson 5.3: African Americans - Current Issues

Lesson 5.4: Hispanic and Latino Americans - Current Issues

Lesson 5.5: Asian Americans - Current Issues

Lesson 5.6: Biographical Research Project

2025

MERCED COUNTY OFFICE OF EDUCATION

Superintendent Salary Schedule (SUPT)

(Based upon January 1, 2025 salary schedule plus 2.3% effective July 1, 2025)

STEPS	ANNUAL
1	253,206
2	262,068
3	271,240
4	278,021
5	284,972

- $6000 will be awarded for a Doctorate Degree from a university or college accredited by the Western Association of Schools and Colleges.
- The County Superintendent is not eligible for an automobile or cell phone allowance.
- This schedule shall be adjusted only with the approval of the Merced County Board of Education. *
- Employee shall possess the appropriate credential in order to be placed on the above salary schedule.
- When the Superintendent reaches 68 years of age, MCOE shall pay the employee portion of the STRS contribution as part of the Superintendent's remuneration while he remains in office.
- If the Superintendent completes his second elected term on January 3rd, 2027, MCOE shall provide a health benefits contribution in an amount equivalent to that provided to current management personnel. The Superintendent shall remain covered by MCOE health benefits at the management personnel rate for life.

*In accordance with Education Code 1209, this schedule was formally adopted on_____ by the Merced County Board of Education as the new Superintendent Salary Schedule effective July 1, 2025.