

AGENDA
MERCED COUNTY BOARD OF EDUCATION
June 15, 2026

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:
 - Geneva Brett, Chairperson _____
 - Ryan Heller, Vice Chairperson _____
 - Dennis Hanks, Member _____
 - Frank Fagundes, Member _____
 - VACANT, Member _____
- C. Others Present: _____
- D. Introduction of new Trustee Area # 4

II. Flag Salute - Pledge of Allegiance to the Flag

III. Presentation

Presentation of Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending June 2026

- 1. Classified Employee: Ignacio "Nash" Musquiz, Business Services Department
- 2. Classified Employees: Cari Urquiza and Cindy Andrade, Early Education Department
- 3. Certificated Employee: Douglas Begonia, Special Education Department
- 4. Management Employee: Jacqueline Onofre, Early Education Department

IV. Consent Agenda: Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent and considered separately. Information concerning 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 18, 2026
- B. Minutes of Special Meeting on June 8, 2026
- C. Approve **Resolution No. 2026-16** Authorizing End-of-Year Transfers
- D. Funding of Consolidated Application for Categorical Programs 2026-2027

Motioned by _____ Seconded by _____ Vote _____

V. Written Communications

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

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

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

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

- A. Local Control Accountability Plan (LCAP) *Tara Hill, Director - Educational Services*
1. Local Indicators for Schools Operated by
 - Come Back Charter *Page 17*
 - Merced Scholars School *Page 41*
 - Merced County Office of Education *Page 65*
- B. California Community Schools Partnership Program Grant (CCSPP) Update *Page 86*
1. Student Programs – *Tara Hill, Director - 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 Page 94*
 - Merced County Special Education
 - Floyd A. Schelby
- C. Board Member's Report (*if any*) *Board Members*
- D. Superintendent's Report *Steve M. Tietjen, County Superintendent*
1. MCOE Kickoff Celebration – Thursday, August 6, 2026
 2. Merced County Schools Academic Calendar for 2026-2027

VIII. 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-clone>

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

Tara Hill, Director - Educational 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

Tara Hill, Director - Educational 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

Tara Hill, Director - Educational 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. 2026-2027 Merced County Office of Education Budget *Page 136*

Martin Fregoso, Deputy Superintendent - Business Services

It is recommended that the Board of Education approve the 2026-2027 Merced County Office of Education Budget in compliance with Education Code 1622(a)

1. Adoption of [Merced County Office of Education Budget of 2026-2027](#) 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 2026-2027 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 2026-2027 Budget Pursuant to Education Code Section 42141(a) Regarding Self-Insured Workers' Compensation Claims

Motioned by _____ Seconded by _____ Vote _____

E. Sale or Disposal of Surplus Property *Page 137*

Martin Fregoso, Deputy Superintendent - Business Services

It is recommended that the Board of Education adopt **Resolution No. 2026-17** authorizing the sale or disposal of surplus property as submitted (Education Code 1279)

Motioned by _____ Seconded by _____ Vote _____

F. Public Hearing – Education Protection Account *Page 139*

Martin Fregoso, Deputy Superintendent - Business Services

It is recommended that the Board of Education adopt **Resolution No. 2026-18** 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. 2026-18** Determining How the Moneys Received from the Education Protection Account (2026-2027) are Spent at the Merced County Office of Education

Motioned by _____ Seconded by _____ Vote _____

G. Merced Scholars Charter Renewal Petition *Page 141*

Laura Andrews, Assistant Superintendent – Educational Services

In compliance with Education Code 47605 and 47607, the Merced County Board of Education will hold a public hearing on the provisions of a petition by Merced Scholars Charter School, a California Public Charter School. It is recommended that the Board of Education approve the renewal petition beginning July 1, 2026, and ending June 30, 2031.

1. MCOE Charter School Petition Review Team Recommendation Report of the Merced Scholars School
2. Open Public Hearing
3. Close Public Hearing
4. Approve **Resolution No. 2026-19** Approving the Charter Petition filed for the Merced Scholars Charter School by the Governing Board of the Merced County Office of Education.

Motioned by _____ Seconded by _____ Vote _____

H. Proposition 28: Arts and Music for Special Education/Student Programs *Page 172*

Maria Duran-Barajas, Director - Special Education

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 _____

I. Proposition 28: Arts and Music for Merced Scholars & Come Back Charter

Sherre Vernon, Coordinator - Educational 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 _____

J. Annual Report on Differentiated Assistance 2025-2026 *Page 175*

Emily Tietjen, Director - Educational Services

It is recommended that the Board of Education review and adopt the Merced County Office of Education Annual Report on Differentiated Assistance 2026-2027 as presented in compliance with Education Code 52066(i)(1)

Motioned by _____ Seconded by _____ Vote _____

K. Resolution Ordering Governing Board Member Election *Page 185*

Steve M. Tietjen, County Superintendent

It is recommended that the Board of Education approve **Resolution No. 2026-20** Ordering Governing Board Member Elections as submitted

Motioned by _____ Seconded by _____ Vote _____

L. Merced County Board of Education Regular Meeting Schedule *Page 195*

Steve M. Tietjen, County Superintendent

It is recommended that the Board of Education approve the REVISED Merced County Board of Education Regular Meeting Schedule for July 2026 through June 2027.

Motioned by _____ Seconded by _____ Vote _____

IX. **Adjournment:** _____ **PM**

Motioned by _____ Seconded by _____ Vote _____

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

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

Merced County Board of Education

Presentation



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

MCOE Board Agenda

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OUTSTANDING EMPLOYEES

EMPLOYEE OF THE QUARTER | JUNE 2026

The following Merced County Office of Education employees have been selected as MCOE's "Outstanding Employees" for quarter ending June 2026



Nash
Musquiz

Business Services
Department

Classified



Cari Urquiza &
Cindy Andrade

Early Education
Department

Classified



Douglas
Begonia

Special Education
Department

Certificated



Jacqueline
Onofre

Early Education
Department

Confidential, Supervisory
or Management

These employees who exemplify MCOE's commitment to quality education and students, will be honored at the June 15, 2026 Board Meeting at 3 pm.

CONGRATULATIONS TO OUR EMPLOYEES OF THE QUARTER!



Merced County Board of Education

Consent Agenda



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

MCOE Board Agenda

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**MINUTES
MERCED COUNTY BOARD OF EDUCATION
May 18, 2026**

REGULAR BOARD MEETING

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

I. Opening

- A. Board Chairperson, Geneva Brett, called the regular meeting of the Merced County Board of Education to order at 3:00 PM.
- B. Members present were Geneva Brett, Dennis Hanks, and Ryan Heller. Frank Fagundes was absent.
- C. Others present: Laura Andrews, Stacie Arancibia, Yolanda Campos, Laura Fong, Nestor Henriquez, Martin Macias, Janette Alvarado, Margaret Olivarez, Sady Arreola, Shelly Vasquez, Jennifer Scheidt, Anthony Vasquez, S. Richardson, April Amaral, Raquel Mendez, Marissa Etheridge, Martin Fregoso, and Maria Cuevas, Executive Assistant, Steve M. Tietjen, County Superintendent

II. Flag Salute – Pledge of Allegiance to the Flag

III. Presentation of awards– by Events & Community Engagement Specialist, Stacie Arancibia

- A. Seal of Biliteracy Awards
- B. Writing Festival Awards

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 20, 2026
- B. Retirement Resolutions
 - a. Resolution No. 2026-10 Honoring Janette M. Alvarado
 - b. Resolution No. 2026-11 Honoring Lucilia A. Arroyo
 - c. Resolution No. 2026-12 Honoring Shelly Vasquez
 - d. Resolution No. 2026-13 Honoring Sukhpal Sidhu
 - e. Resolution No. 2026-14 Honoring Tracie L. Angelo
 - f. Resolution No. 2026-15 Honoring Barbarita Cuellar

Ryan Heller moved, and **Dennis Hanks** seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 3-0. Frank Fagundes was absent.

IV. Written Communications

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

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

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

Jennifer Scheidt presented the board members with an invitation to the Come Back Charter School Graduation on June 1, 2026.

VI. Future Agenda Item – Special Board Meeting to take place on June 8, 2026 – Public Hearing: Adoption of 2026-2027 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 - NONE

B. Superintendent's Report:

1. MCOE 2026 School Graduations – included in the packet was a list of all the MCOE school graduation dates, times, and locations.

VIII. Business Items for Action

A. Special Education Extended Year Calendar

Presented by Laura Fong, Assistant Superintendent

It is recommended that the Board of Education approve the Special Education Extended Year Calendars for June 2026 and July 2026

Dennis Hanks moved, and **Ryan Heller** seconded a motion to approve the Special Education Extended Year Calendars for June 2026 and July 2026. The motion was carried with a vote of 3-0.

B. Williams Uniform Complaint Report Summary

Nestor Henrriguez reported there was one complaint. Snelling-Merced Falls Union Elementary School

It was recommended that the Board of Education approve the Uniform Complaint Report Summary for the Quarterly Period January 2026 through March 2026.

Dennis Hanks moved, and **Ryan Heller** seconded a motion to approve the Uniform Complaint Report Summary for the Quarterly Period January 2026 through March 2026. The motion was carried with a vote of 3-0. Frank Fagundes was absent.

A. Filling Vacancy

It was recommended that the Board of Education review and select the option relative to the Vacant Board Member Position – Area # 4

Dennis Hanks moved, and **Ryan Heller** seconded a motion to post the vacancy of Board Member Position – Area #4 in the Merced Times newspaper with a deadline to apply of June 5, 2026. The board will review the applications in advance. On June 15, 2026, 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 3-0. Frank Fagundes was absent.

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

XI. Closed Session – Selection of 2026 Thruman Agricultural Scholarship Recipient

The Board proceeded into an Open Session

Geneva Brett moved, and Dennis Hanks seconded the motion to select Ryen Cardoso of Merced Union High School as the recipient of the 2026 Thruman Agricultural Scholarship for Merced County. The motion was carried with a vote of 3-0. Frank Fagundes was absent.

XII. Adjournment

Dennis Hanks moved, and Ryan Heller seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:22 PM. The motion was carried with a vote of 3-0. Frank Fagundes was absent.

Respectfully submitted,

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

SMT/mc

MINUTES
MERCED COUNTY BOARD OF EDUCATION
June 8, 2026

SPECIAL BOARD MEETING

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

I. Opening

- A. Board Chairperson, Geneva Brett, called the special meeting of the Merced County Board of Education to order at 3:00 PM.
- B. Members present were Ryan Heller and Dennis Hanks. Frank Fagundes was absent.
- C. Others present: Emily Tietjen, Gloria Ortiz, Laura Andrews, Laura Fong, Maria Cuevas, Martin Fregoso, Martin Macias, Matt Devins, Nathan Quevedo, Peg Larson, Tara Hill, Todd Bedal, Yolanda Campos, Steve M. Tietjen, County Superintendent

II. Flag Salute – Pledge of Allegiance to the Flag

III. Written Communications

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

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

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

No public comments were made.

V. Future Agenda Items:

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

- 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)

Laura Andrews and Tara Hill 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)

Laura Andrews and Tara Hill 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)

Laura Andrews and Tara Hill 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 – 2026-2027 MCOE Budget Review in compliance with Education Code 1620

Martin Fregoso presented the 2026-2027 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: None.

- F. Superintendent's Report: None.

VII. Business Items for Action: None.

VIII. Adjournment

Dennis Hanks moved, and Ryan Heller seconded the motion to adjourn the special meeting of the Merced County Board of Education at 3:42 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

Geneva Brett, Chairperson
Ryan Heller, Vice Chairperson
Dennis Hanks, Member
Frank Fagundes, Member
VACANT, Member



Resolution No. 2026-16

**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 **2025-2026** 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 **2025-2026** fiscal year.

Adopted this **15th** day of **June**, year of **2026**, 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

2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

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

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

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

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

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

Title I, Part A (Basic Grant) ESSA Sec. 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



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Come Back Charter School	Tara Hill Director	thill@mcoe.org 209-381-6648

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
2023/2024	5.1	19.8%	80.2%	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			3		
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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

Rating Scale (lowest to highest):

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

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

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)		2			
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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			3			
Health Education Content Standards		2				
Physical Education Model Content Standards		2				
Visual and Performing Arts		2				
World Language						N/A

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			3		
Identifying the professional learning needs of individual teachers		2			
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

MCOE Board Agenda

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

CBCS continues to demonstrate strong progress in building relationships between school staff, students, and families, with educational partner input consistently identifying relationships as a central strength of the program. Staff have established a culture where students feel supported, respected, and connected, which remains a key driver of student persistence and success. Survey data reflects this strength, with the majority of students reporting positive relationships with staff and a strong sense of safety within the learning environment.

As an adult education program, CBCS emphasizes family engagement rather than traditional parental involvement, recognizing that "family" may include a broad network of support such as spouses, children, siblings, extended family, or other significant individuals. The program actively encourages the involvement of these support systems, understanding that student success is strengthened when learning is supported beyond the classroom.

Over the past year, CBCS has made progress in creating welcoming and accessible environments for all students and their families. Staff have continued to prioritize responsiveness, flexibility, and respect in their interactions, ensuring that students feel comfortable seeking support and engaging with the program. Communication systems have been strengthened through consistent use of multiple platforms and personalized outreach, supporting ongoing two-way communication between staff and students and their families.

Additionally, the LEA has continued to build staff capacity to understand and respond to the diverse backgrounds, needs, and goals of students and their families. This includes an increased emphasis on listening to student voice, adapting supports to individual circumstances, and fostering a sense of belonging for all students.

While CBCS has established consistent practices in relationship-building, welcoming environments, and communication, the LEA recognizes the need to continue refining and formalizing these systems to ensure long-term sustainability and consistency across all programs.

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.

CBCS continues to focus on strengthening consistency and effectiveness in communication and relationship-building systems to ensure all students and their families remain connected to the program. While educational partner input identifies communication as a strength overall, data and staff feedback indicate that consistent engagement across all students remains an area for improvement, particularly for those facing significant life barriers.

Many CBCS students continue to experience challenges such as unstable housing, limited or inconsistent phone access, transportation issues, and unreliable internet connectivity. These barriers can impact the school's ability to maintain regular two-way communication, even when multiple outreach strategies are in place. As a result, the LEA is continuing to refine its approach to communication by expanding and tracking multiple modes of outreach, including ParentSquare, phone, email, and mail, to increase the likelihood of successful contact and engagement.

Additionally, CBCS recognizes the need to further strengthen staff capacity to effectively support adult learners. Adult students often have complex responsibilities and experiences that differ significantly from traditional K–12 populations. The LEA is working to provide staff with more targeted tools, strategies, and professional learning focused on adult learner engagement, motivation, and problem-solving, ensuring staff are better equipped to build meaningful relationships and respond to diverse student needs.

CBCS is also focusing on increasing opportunities for peer connection and student-to-student relationship-building, recognizing that a sense of belonging is strengthened not only through staff relationships but also through connections among students. Efforts to expand support classes and structured engagement opportunities will help foster a stronger community within the program.

Finally, the LEA is improving its overall communication infrastructure, including updates to its website and expanded use of communication platforms, to ensure information is accessible, clear, and timely for all students and their families. These efforts are aimed at creating a more consistent, responsive, and inclusive system of engagement across all programs.

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.

CBCS will continue to strengthen engagement with underrepresented families by expanding targeted outreach, improving coordination of services, and increasing culturally and linguistically responsive supports. Based on educational partner input and local data, the LEA has identified that students experiencing barriers such as housing instability, inconsistent communication access, and language needs require more intentional and differentiated engagement strategies.

To address this, CBCS is expanding the use of multi-disciplinary outreach, including counselors, Youth Engagement Specialists, and site staff, to build stronger connections with students and their families. These efforts include increased personalized outreach and home visits, when appropriate, to better understand family needs and remove barriers to engagement.

The LEA is also strengthening partnerships with community-based organizations and local agencies to provide wraparound support for students and their families. Collaborations with programs such as Empower, Phoenix, and

WorkNet will continue to connect students to resources including employment services, mental health support, and postsecondary pathways, recognizing that family engagement for adult learners often involves broader life supports.

To better serve multilingual families, CBCS has increased access to bilingual support, particularly for Spanish-speaking students and families, ensuring that communication is accessible and culturally responsive. Communication systems will continue to be refined through the use of multiple platforms and documented outreach efforts to ensure families receive timely and understandable information.

Additionally, CBCS will utilize available funding sources, including CSI and other supplemental funds, to expand academic and peer support opportunities, such as tutoring and student worker support, which help strengthen connections between students, staff, and the school community.

Through these efforts, CBCS aims to create a more inclusive and responsive system that intentionally engages underrepresented families, reduces barriers to participation, and strengthens relationships that support student success.

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.	3

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.

CBCS continues to demonstrate progress in building partnerships that support positive student outcomes through strong relationships, flexible structures, and consistent communication between staff, students, and their families. As an independent study program serving adult learners, CBCS has developed a model that emphasizes shared responsibility and partnership, allowing students to balance academic goals with work, family, and other life commitments while maintaining high expectations for progress and completion.

Students work closely with teachers and support staff to monitor academic progress, set goals, and address barriers to success. This individualized approach is a key strength of the program and is reinforced through regular check-ins,

progress monitoring, and ongoing communication. The flexibility built into scheduling allows students to remain engaged in their education while meeting outside responsibilities, which has contributed to increased persistence and re-engagement for many students.

CBCS has also strengthened its orientation and onboarding processes, ensuring that students and their families clearly understand program expectations, graduation requirements, and available supports. This early partnership helps establish a foundation for ongoing collaboration and accountability throughout the student's enrollment.

In addition, the LEA continues to provide professional learning and support for staff to enhance their ability to partner effectively with students and families. While this work is still developing into a more formalized system, staff are increasingly equipped with strategies to support adult learners, address individual needs, and connect students to appropriate resources.

The program also provides families with accessible information and resources to support student learning and development, using multiple communication platforms and personalized outreach. Partnerships are further strengthened through connections with community agencies and programs that provide additional support in areas such as employment, mental health, and postsecondary planning.

While CBCS has established strong foundational practices for building partnerships, the LEA continues to refine and expand these efforts to ensure greater consistency and deeper engagement across all student groups.

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.

CBCS continues to focus on strengthening the consistency and effectiveness of partnerships that support student outcomes, particularly in the area of providing families with meaningful resources and supports that extend beyond the classroom. While the LEA has established strong communication systems and individualized support for students, educational partner input and local data indicate that family capacity to support student learning varies significantly, especially given the unique needs of adult learners.

Many CBCS students are balancing school with work, parenting responsibilities, and other life demands, which can limit the level of support available at home. For students with children, these competing responsibilities can create additional barriers to persistence and completion. As a result, the LEA is working to expand strategies that more effectively support students and their families in managing these challenges.

To address this, CBCS is increasing efforts to provide targeted resources, workshops, and connections to community-based services that support both academic success and overall well-being. This includes strengthening partnerships with local agencies to provide access to services such as childcare resources, employment support, and postsecondary planning. The LEA is also exploring additional opportunities to collaborate with internal programs and staff across MCOE to better leverage available expertise and supports.

Additionally, CBCS recognizes the need to further develop structured systems that connect identified student needs with specific supports and follow-up, ensuring that partnerships translate into measurable improvements in student outcomes. While strong relationships and communication are in place, the next phase of improvement focuses on making these supports more intentional, coordinated, and consistently accessible to all students.

Through these efforts, CBCS aims to strengthen its partnerships with students and their families by reducing barriers, increasing access to resources, and improving the alignment between identified needs and the supports provided.

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.

CBCS will continue to strengthen engagement of underrepresented families by expanding targeted supports, improving coordination of services, and increasing individualized planning for students who require additional assistance. Based on educational partner input and local data, the LEA has identified that students from underrepresented groups often face barriers such as inconsistent communication access, competing work and family responsibilities, and limited connection to postsecondary planning resources.

To address these needs, CBCS has increased staffing and support structures, including the addition of dedicated counseling services focused on Come Back students. Counselors work closely with students to develop individualized graduation plans and clear postsecondary pathways, including college, career training, and employment. This process ensures that students—particularly those from underrepresented groups—receive consistent guidance, progress monitoring, and connection to appropriate supports.

The LEA is also strengthening its use of data tracking and follow-up systems to better identify students who require additional outreach and intervention. Through more intentional monitoring of student progress, attendance, and engagement, staff are able to provide timely support and maintain stronger connections with students and their families.

In addition, CBCS continues to expand partnerships with community agencies and internal MCOE programs to provide wraparound services that support student success. These partnerships help connect students and their families to resources such as employment services, mental health support, childcare resources, and postsecondary opportunities, recognizing that engagement for adult learners often extends beyond traditional school-based supports.

CBCS is also increasing efforts to provide accessible and culturally responsive communication, including bilingual support and multiple modes of outreach, to ensure underrepresented families receive information and feel connected to the program.

Through these efforts, CBCS aims to build stronger, more intentional partnerships that support underrepresented students and their families, reduce barriers to engagement, and improve overall student outcomes.

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.	3
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.	3

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 continues to make progress in seeking input for decision-making by providing multiple opportunities for students, families, staff, and community partners to share feedback and inform program development. As an adult education program, CBCS places a strong emphasis on student voice as a primary form of family engagement, recognizing that many students serve as their own educational decision-makers while also representing broader family responsibilities.

Students and their families have ongoing opportunities to provide input through advisory meetings, surveys, and direct communication with staff. The CBCS Advisory Board continues to serve as a venue for gathering feedback on school policies, curriculum, and program development. Participation remains flexible to meet the needs of adult learners, allowing individuals to engage as active members or attend meetings as their schedules allow. This flexibility has supported increased access to input opportunities, even though participation levels may vary.

In addition to advisory structures, staff regularly engage in collaborative discussions during staff meetings and leadership sessions, where input from students and families is reviewed and used to inform decisions related to curriculum, instruction, and student supports. The LEA has continued to strengthen its use of survey data and informal feedback to guide planning and adjustments to programs and services.

Over the past year, CBCS has made progress in expanding opportunities for input and improving communication systems to reach a broader range of students and families, including those who may be underrepresented. Multiple communication platforms and outreach strategies have increased access to participation and feedback.

While CBCS has established consistent opportunities to gather input, the LEA recognizes that continued growth is needed to further formalize structures for shared decision-making and increase participation in advisory processes. Current efforts are focused on strengthening participation, improving follow-through, and ensuring that input from students and families is consistently reflected in program decisions.

Through these efforts, CBCS is building a more responsive and inclusive system that values educational partner input and uses it 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 Seeking Input for Decision-Making.

CBCS continues to focus on improving the consistency, structure, and participation in its decision-making processes, particularly in relation to advisory engagement and stakeholder input. While the LEA has established multiple avenues for gathering input from students, families, and staff, educational partner feedback and local data indicate that participation in formal advisory structures remains inconsistent, especially given the unique challenges faced by adult learners.

A key area of improvement is increasing regular participation and representation in Advisory Board meetings. Although opportunities for involvement exist, attendance and quorum have varied, highlighting the need for more intentional outreach and scheduling strategies that better align with the complex schedules of adult students and their families. To address this, CBCS is working to expand flexible participation options, including hybrid meeting formats that allow individuals to attend in person or virtually, increasing accessibility and engagement.

The LEA is also focused on improving the frequency and structure of advisory and staff engagement opportunities to ensure that input is collected in a more consistent and timely manner. This includes establishing clearer timelines for

meetings, strengthening communication about opportunities to participate, and providing reminders and follow-up to encourage broader involvement.

Additionally, CBCS recognizes the need to move beyond simply providing opportunities for input and toward increasing active participation and shared ownership in decision-making. Efforts will focus on building stronger connections between input collected and decisions made, helping students and families see how their feedback directly impacts program improvements.

As the program continues to expand across the county, CBCS is also working to ensure that input opportunities are equitable and accessible across all sites, including underrepresented student groups. By improving outreach, increasing flexibility, and strengthening follow-through, the LEA aims to create a more consistent and inclusive system for seeking input and engaging educational partners in decision-making.

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.

CBCS will continue to strengthen engagement of underrepresented families in the decision-making process by expanding targeted outreach, increasing accessibility to input opportunities, and improving follow-through on feedback collected. Based on educational partner input and local data, the LEA has identified that participation from underrepresented groups remains inconsistent, often due to barriers such as work schedules, childcare responsibilities, transportation limitations, and limited access to technology.

To address these challenges, CBCS is increasing the use of flexible and accessible engagement strategies, including hybrid meeting options, varied meeting times, and multiple communication platforms to allow broader participation in advisory and feedback opportunities. The LEA is also expanding outreach efforts to ensure that underrepresented students and their families are directly invited and encouraged to participate in decision-making processes.

In addition to Advisory Board meetings, CBCS is implementing more targeted educational partner meetings and feedback opportunities focused on specific student groups and program needs. These smaller, more focused engagements are intended to create more comfortable and relevant spaces for underrepresented families to share input and provide meaningful feedback.

The LEA is also strengthening its use of data tracking and follow-up practices to ensure that input from underrepresented groups is not only collected but also reflected in program decisions. Staff will continue to monitor participation patterns and adjust outreach strategies to improve representation across all student groups.

Finally, CBCS is working to build stronger connections with community partners and internal programs to support engagement efforts and provide additional avenues for input. By leveraging these partnerships, the LEA aims to reduce barriers to participation and ensure that underrepresented families have a voice in shaping programs and services.

Through these efforts, CBCS is working toward a more inclusive and responsive decision-making process that actively engages underrepresented families and ensures their perspectives are reflected in continuous program improvement.

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 local school climate survey to measure student perceptions of safety, connectedness, and engagement. The most recent survey was conducted in Spring 2026 and included measures of sense of belonging, student respect, and adult support.

Overall, student responses indicate generally positive perceptions of school climate, with some variability across measures. The Sense of Belonging score was 79% favorable, which is 15 percentage points above the Student Programs average and in the 90th percentile nationally, indicating strong performance relative to comparison groups . In addition, 86% of students reported experiencing a high level of respect from peers, suggesting positive peer interactions and a safe school environment .

Student perceptions of adult relationships were more mixed. While a majority of students reported positive experiences, only 71% indicated they receive a high level of support from adults at school, and responses related to whether students feel understood showed more variability, with students distributed across levels of understanding . These results indicate an area for continued growth in strengthening adult-student connections.

Due to the small sample size in certain grade spans, disaggregated data by student group is limited to protect confidentiality. However, available data and prior trends indicate that underrepresented student groups, including students with disabilities, English learners, and homeless youth, continue to report lower levels of connectedness and support compared to the overall student population. This pattern aligns with previous survey results and local data.

Staff climate data provides additional context for school conditions. Staff reported 100% favorable responses in communication with families, indicating strong systems for keeping families informed . However, staff rated family engagement and capacity-building efforts at 78% favorable, suggesting a need to strengthen deeper engagement and partnership with families .

Overall, CBCS demonstrates strengths in school safety, belonging, and communication, while identifying continued needs in student engagement, adult-student relationships, and equitable experiences for targeted student groups. These data points will guide ongoing efforts to improve school climate and ensure all students feel supported, connected, and engaged.

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

Analysis of the 2025–2026 school climate data highlights several key strengths and areas of need for CBCS. Overall, students report a positive school climate, particularly in the area of belonging and peer interactions. The Sense of Belonging score of 79%, which is above the Student Programs average and in the 90th percentile nationally, indicates that many students feel connected to the school environment. Additionally, high levels of reported respect among students (86%) reflect a safe and supportive peer culture. These strengths reinforce that CBCS’s emphasis on relationship-building between staff and students continues to be effective and remains a foundational component of the program.

At the same time, the data makes it clear that connection to adults is not as strong or consistent as peer relationships. While most students report positive experiences, only 71% indicate receiving strong support from adults, and responses regarding whether students feel understood show variability . This gap highlights a critical need to strengthen adult-student relationships and ensure that all students experience consistent, meaningful support.

An important learning from both current and prior data is that not all student groups are experiencing school climate equally. Although disaggregated data is limited due to small sample sizes, trends indicate that students with disabilities, English learners, and homeless youth report lower levels of belonging and support. This reinforces the need for more targeted and intentional supports to ensure equitable access to positive school experiences.

Staff data further supports these findings. While communication with families is a clear strength (100% favorable) , family engagement systems are less developed (78% favorable) . This suggests that while information is effectively shared, deeper partnerships with families and student support systems need to be strengthened.

Moving forward, CBCS will focus on maintaining strong peer culture and overall belonging while prioritizing improvements in adult-student relationships, targeted supports for identified student groups, and deeper family engagement. The goal remains to increase consistency across all measures and move toward or maintain ratings of 90% or higher, ensuring all students feel safe, supported, and connected to their school.

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.

Based on the analysis of the 2025–2026 school climate data and educational partner input, CBCS has identified the need to strengthen adult-student relationships, increase student engagement, and provide more targeted supports for underrepresented student groups. While overall school climate remains positive, variability in student perceptions of adult support and engagement indicates a need for more consistent and intentional systems.

To address these needs, CBCS will refine and expand its student support structures to ensure more consistent monitoring and follow-up. This includes strengthening the use of individualized learning plans and progress monitoring systems to better connect student needs with specific academic, social-emotional, and postsecondary supports. Additional counseling support will continue to be prioritized to assist students with goal setting, graduation planning, and transition to college or career pathways.

The LEA will also increase opportunities for student engagement and connection, including structured opportunities for peer interaction, collaborative learning, and participation in on- and off-campus activities. These efforts are intended to improve students' sense of belonging and engagement, particularly for those who may feel less connected to the school environment.

To improve adult-student relationships, CBCS will provide targeted professional learning for staff focused on strategies to support adult learners, build stronger connections, and address diverse student needs. This includes an emphasis on engagement strategies, culturally responsive practices, and approaches to support students facing barriers such as housing instability, work obligations, and family responsibilities.

CBCS will also strengthen coordination with community partners and internal programs to expand access to wraparound services, including academic support, basic needs assistance, employment resources, and mental health services. These partnerships will help address barriers that impact student engagement and success.

Finally, the LEA will continue to refine its communication and outreach systems to ensure consistent engagement with students and their families, using multiple platforms and documented follow-up practices. These actions are aligned to LCAP goals and are intended to create a more coordinated, responsive system that supports continuous improvement in school climate and student outcomes.

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 uses multiple local measures and tools to monitor the extent to which all students have access to and are enrolled in a broad course of study aligned to California Education Code 51210 and 51220. The LEA utilizes Aeries (student information system), course enrollment data, transcript audits, and graduation tracking tools to monitor student access, progress, and completion of required coursework across grade spans and student groups, including unduplicated students and individuals with exceptional needs.

CBCS defines a Broad Course of Study in grades 7–12 as:

- Courses aligned to state standards and supported by Board-adopted instructional materials
- Courses that meet high school graduation requirements
- Career Technical Education (CTE) and postsecondary transition opportunities

As an independent study program, CBCS ensures access through individualized learning plans (ILPs) developed collaboratively between students, teachers, and counselors. These plans outline academic goals, credit attainment, and postsecondary pathways, ensuring each student is enrolled in appropriate courses aligned to their needs.

Student progress and course access are monitored through regular check-ins and documented progress reviews, including ongoing teacher-student meetings and counselor support. These reviews are used to identify barriers to course access—such as scheduling, work obligations, or academic gaps—and to implement targeted interventions.

Additionally, CBCS reviews course access and enrollment patterns annually through the LCAP development process, including analysis of participation by student groups, to ensure equitable access and inform continuous improvement efforts.

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)

Based on local measures including Aeries enrollment data, transcript audits, and individualized learning plans, CBCS has determined that all students have access to a broad course of study, including standards-aligned core courses, graduation requirement coursework, and Career Technical Education (CTE) opportunities. As a single-site charter LEA operating an independent study model, access to courses is consistent across the program, and all students are provided the same range of course options.

Students are enrolled in courses based on individual academic needs, credit deficiencies, postsecondary goals, and teacher and counselor recommendations. Through individualized learning plans and regular progress monitoring, staff ensure that students are appropriately placed in courses that support timely credit attainment and graduation.

While access to coursework is consistent, analysis of student progress data indicates that engagement and successful completion of courses varies across student groups, particularly for students with disabilities, English learners, and students experiencing homelessness. These differences are primarily related to external barriers such as work obligations, family responsibilities, and inconsistent attendance, rather than access to courses.

CBCS continues to make progress in strengthening systems to monitor enrollment and completion through monthly check-ins, counselor support, and collaboration with community partners. These efforts help identify barriers early and provide targeted supports to ensure all students are able to fully participate in and benefit from a broad course of study.

Overall, CBCS maintains equitable access to coursework while continuing to refine supports to improve outcomes for all student groups.

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)

CBCS has determined that while all students have access to a broad course of study, there are barriers that impact students' ability to fully engage in and complete coursework. These barriers are primarily related to the unique needs of the adult learner population rather than limitations in course availability.

Many students experience challenges such as work obligations, childcare responsibilities, unstable housing, transportation issues, and inconsistent access to technology, which can impact their ability to consistently participate in assigned coursework. Additionally, some students enter the program with significant credit deficiencies and academic skill gaps, requiring more intensive support to access grade-level content.

Local data also indicates that certain student groups, including students with disabilities, English learners, and students experiencing homelessness, may require additional supports to fully access and progress through the

course of study. These barriers can affect pacing, engagement, and course completion, even when access is equitable.

CBCS continues to address these barriers through flexible scheduling, individualized learning plans, counselor support, and partnerships with community agencies, as well as providing technology and connectivity support when available. Ongoing progress monitoring and regular staff-student check-ins are used to identify and respond to barriers in a timely manner.

While access to coursework is consistent across all students, CBCS recognizes the need to continue strengthening supports to ensure all students can fully participate in and successfully complete a broad course of study.

4. 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)

In response to the identified barriers impacting student engagement and course completion, CBCS will continue to strengthen systems that ensure all students can fully access a broad course of study. The LEA maintains a 1:1 technology model, providing all students with devices to access online curriculum, instructional resources, and intervention supports. To address connectivity barriers, CBCS will continue to provide Wi-Fi hotspots and expanded access to internet resources, ensuring students can engage in learning outside of school.

CBCS is also strengthening the use of individualized learning plans (ILPs) and regular progress monitoring to better align course enrollment with student needs, credit deficiencies, and postsecondary goals. Increased counselor support and case management will ensure students receive consistent guidance, academic planning, and connection to appropriate courses and supports.

To address academic skill gaps, CBCS will continue to utilize standards-aligned curriculum with embedded interventions, as well as provide additional targeted support through tutoring, small group instruction, and student support services. The LEA will also expand flexible scheduling options and alternative pathways to allow students to balance school with work and family responsibilities while maintaining progress toward graduation.

Additionally, CBCS will continue to strengthen partnerships with community agencies and internal programs to provide wraparound services, including basic needs support, employment resources, and postsecondary planning.

These actions are designed to move beyond access alone and ensure that all students are able to actively participate in, progress through, and successfully complete a broad course of study.

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	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
county, including:					
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 education.					

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

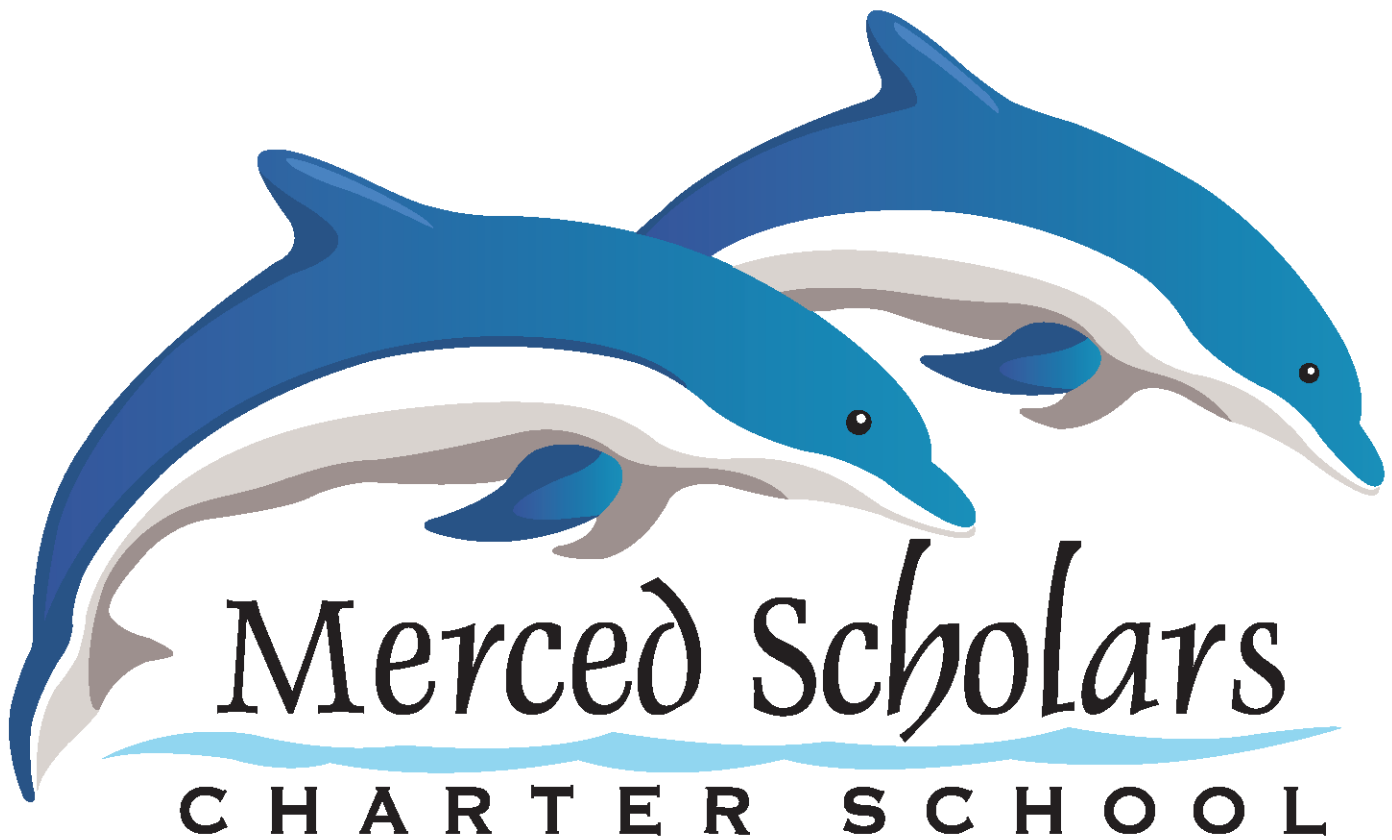
Assess the degree of implementation of coordinated service program components for foster youth in your county.

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.					
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.					

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.					
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.					



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Tara Hill Director of Student Programs	thill@mcoe.org 209-381-6648

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
2023/2024	18.00	29.0%	29.6%	15.4%	16.3%	9.9%	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)	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				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	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.

MSCS continues to demonstrate strong progress in building relationships between school staff and families, supported by both staff and family survey data. A key strength remains the welcoming and responsive environment created across programs. Family survey results show that 90% of families report the school responds promptly to calls, messages, or emails, indicating strong communication systems and responsiveness. Additionally, 63% of families report meeting with teachers weekly or more, reflecting frequent and meaningful interaction between staff and families.

MSCS has strengthened systems for two-way communication through consistent use of platforms such as ParentSquare, email, and phone outreach. These systems support regular communication and accessibility for families across program types. Staff survey data further supports this strength, with responses indicating high levels of implementation in building trusting relationships and maintaining ongoing communication with families.

The Dual Language Immersion (DLI) program continues to expand relationship-building efforts by providing culturally and linguistically responsive supports for Spanish-speaking families. This enhances the LEA’s ability to engage families in ways that honor language and culture and improves access for a significant portion of the community.

Family survey data also reflects a positive school climate, with high levels of perceived care and respect from staff (over 90% favorable responses) and strong perceptions of school safety and support. These conditions contribute to a foundation of trust between families and school staff.

Overall, MSCS demonstrates sustained, effective practices in building relationships with families. The LEA continues to refine these efforts by ensuring consistency across all programs and strengthening staff capacity to deepen understanding of each family's unique strengths, cultures, and goals.

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.

Based on analysis of educational partner input and local data, MSCS continues to identify communication consistency and family participation as key areas for growth. While family survey data shows strong responsiveness overall, with 90% of families indicating the school responds promptly, additional data suggests variability in communication experiences. For example, only 67% of families reported favorable responses regarding consistent communication practices, indicating room for improvement in ensuring all families experience timely and consistent follow-up.

Family engagement data also highlights a need to increase participation in school activities. While many families engage directly with teachers, 69% of families report they do not participate in school events, committees, or workshops, demonstrating a gap between communication and deeper engagement opportunities.

To address these areas, MSCS is focusing on improving consistency in communication expectations across all staff and programs, including reinforcing timely follow-up practices. The LEA is also working to expand meaningful opportunities for family involvement by increasing targeted outreach, offering flexible engagement options, and utilizing multiple communication platforms to better reach families.

Additionally, MSCS will continue to build staff capacity to better understand and respond to the diverse needs of families. Survey data indicates that while staff report strong relationship-building practices, this area is not yet fully systematized across all programs. By strengthening these systems, MSCS aims to improve both the consistency of communication and the level of family participation, ensuring all families feel connected, informed, and engaged in their child's education.

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.

Based on the analysis of educational partner input and local data, MSCS will continue to strengthen engagement with underrepresented families, particularly English learner families, socioeconomically disadvantaged families, and families of students in non-classroom-based settings. Survey data indicates that while overall communication is strong—90% of families report the school responds promptly to communication—there are gaps in deeper engagement. For example, 69% of families report they do not participate in school events, committees, or workshops, highlighting a need to improve access and relevance of engagement opportunities for all families.

Additionally, staff survey data shows strong relationship-building practices overall, but only 67% of responses reflect consistent communication experiences, suggesting variability across programs and indicating that some families may not be experiencing the same level of connection or follow-through. This is particularly important for underrepresented groups who may face barriers related to language, access, or familiarity with school systems.

To address these needs, MSCS will focus on increasing targeted outreach and culturally responsive engagement strategies. The Dual Language Immersion (DLI) program will continue to support Spanish-speaking families by providing communication and resources in families' primary language, while expanding these practices across programs where possible. The LEA will also continue to build staff capacity through professional development focused on understanding diverse family backgrounds, including the needs of English learners, foster youth, and low-income families.

In addition, the school’s social-emotional (SEL) team will play a key role in improving engagement by connecting families to community resources, addressing barriers to participation, and providing individualized support. Survey data on student sense of belonging shows 86% favorable responses, indicating a strong foundation of support that can be extended further to families through these efforts .

MSCS will also expand flexible engagement opportunities, including virtual meetings, varied scheduling, and multiple communication platforms, to better meet the needs of families who may not be able to participate in traditional school events. Through these targeted strategies, MSCS aims to improve both access and participation for underrepresented families, ensuring all families feel connected, supported, and able to engage meaningfully in their child’s education.

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.

MSCS continues to demonstrate strong progress in building partnerships for student outcomes through consistent communication, collaborative structures, and a shared responsibility between staff and families. Family and staff survey data indicate that communication systems are well established, with 90% of families reporting that the school responds promptly to calls, messages, or emails, supporting ongoing collaboration between home and school. Additionally, 63% of families report meeting with teachers weekly or more, reflecting frequent and meaningful engagement focused on student progress.

The personalized learning model, including both the non-classroom-based and Dual Language Immersion (DLI) programs, strengthens these partnerships by requiring regular interaction between teachers, students, and families. This structure supports families in actively monitoring assignments, attendance, and academic progress. Staff survey data further supports this strength, with high levels of implementation reported in building relationships and maintaining communication with families

MSCS has also expanded the role of support staff, including counselors, instructional support assistants, and Youth Engagement Specialists, to provide additional outreach and support to families. These staff members help connect families to academic resources, social-emotional supports, and community services, reinforcing a comprehensive approach to improving student outcomes.

Family survey data indicates strong interest in academic support, with many families expressing a preference for both in-person and virtual tutoring options, including 78% preferring in-person one-to-one support and 52% preferring virtual one-to-one support. This reflects active family engagement in supporting student learning at home.

Student data also reflects a strong foundation for these partnerships, with 86% of students reporting a sense of belonging, indicating that the relationships between staff, students, and families contribute to a supportive learning environment.

Overall, MSCS has established effective systems that promote collaboration between families and staff to support student success. The LEA continues to build on these strengths by refining consistency across programs and expanding supports that help families actively engage in their child's academic and social-emotional development.

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.

Based on the analysis of educational partner input and local data, MSCS has identified increasing consistent and meaningful family participation as a key area for improvement in building partnerships for student outcomes. While communication between staff and families is strong, with 90% of families reporting that the school responds promptly to communication, survey data indicates that deeper engagement opportunities are not accessed consistently by all families.

Specifically, family engagement data shows that approximately 69% of families report not participating in school events, committees, or workshops, highlighting a gap between communication and active participation. Additionally, while 63% of families report meeting with teachers weekly or more, this engagement is primarily tied to required instructional interactions and does not always extend to broader partnership opportunities such as workshops or school events.

Staff survey data also indicates variability in how consistently systems are implemented to support partnerships, with responses reflecting a mix of full and initial implementation in identifying needs and providing targeted support. This suggests that while structures exist, they are not yet fully consistent across all programs and staff.

To address these areas, MSCS will focus on expanding accessible and relevant engagement opportunities for families. This includes offering flexible scheduling options, increasing virtual participation opportunities, and continuing to provide multilingual communication and support, particularly for English learner families. The LEA will also expand workshops focused on supporting learning at home, including literacy and numeracy strategies aligned to student needs.

Additionally, MSCS will strengthen targeted outreach efforts through support staff, including counselors and Youth Engagement Specialists, to engage families who may face barriers related to work schedules, language, or access. By improving consistency, accessibility, and relevance of engagement opportunities, MSCS aims to deepen family partnerships and increase meaningful participation in activities that support student success.

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.

Based on the analysis of educational partner input and local data, MSCS will continue to strengthen engagement with underrepresented families, particularly English learner families, socioeconomically disadvantaged families, and families of students in non-classroom-based settings. While communication systems are strong overall—90% of families report the school responds promptly to communication—survey data indicates that deeper engagement is not consistent across all groups. For example, approximately 69% of families report not participating in school events, committees, or workshops, suggesting that underrepresented families may face barriers to accessing these opportunities.

Family survey data also highlights varying needs among families, including preferences for both in-person and virtual support, with 78% of families preferring in-person one-to-one tutoring and 52% preferring virtual one-to-one support. This indicates the importance of offering flexible and differentiated engagement opportunities to meet diverse family needs.

To address these gaps, MSCS will expand targeted, culturally and linguistically responsive outreach strategies. The Dual Language Immersion (DLI) program will continue to support Spanish-speaking families by providing communication and resources in families’ primary language, while similar supports will be expanded across programs where possible. Family liaisons, counselors, and Youth Engagement Specialists will play a key role in strengthening direct outreach, building relationships, and connecting families to both academic and community resources.

Additionally, MSCS will increase access to workshops and resources that help families understand student progress, support learning at home, and navigate the educational system. These opportunities will be offered with flexible scheduling, virtual options, and multilingual support to reduce barriers related to work schedules, transportation, and language.

Student data further supports the importance of these efforts, with 86% of students reporting a sense of belonging, providing a strong foundation to extend engagement efforts to families. By building on this foundation and addressing identified barriers, MSCS aims to create more inclusive and accessible opportunities for underrepresented families to actively partner in supporting student outcomes.

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.	3
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.	3

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

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

MSCS continues to demonstrate progress in seeking input for decision-making through a multi-tiered approach that includes advisory groups such as the School Site Council/Parent Advisory Committee, ELAC, and LCAP engagement processes. These structures provide formal opportunities for families, staff, and administrators to contribute to school planning, goal setting, and program development. The LEA has expanded outreach efforts during key processes such as LCAP development to increase awareness and opportunities for input.

Survey data indicates that communication systems supporting these efforts are strong, with 90% of families reporting that the school responds promptly to calls, messages, or emails, ensuring that families have access to staff and opportunities to share feedback. Staff survey results also reflect implementation of systems to engage families in communication and relationship-building, supporting a foundation for input and collaboration.

Additionally, MSCS provides multiple avenues for families to share feedback, including surveys, meetings, and direct communication with teachers and support staff. The personalized learning model further supports ongoing dialogue, as 63% of families report meeting with teachers weekly or more, creating regular opportunities to discuss student progress and provide input related to instructional supports.

However, survey data also highlights that participation in advisory groups and broader decision-making opportunities remains an area for continued growth. Approximately 69% of families report not participating in school events, committees, or workshops, suggesting that while opportunities for input are available, they are not yet fully accessed by all families.

Overall, MSCS has established clear systems and structures for seeking input from educational partners and has made progress in expanding access to these opportunities. The LEA will continue to build on these strengths by increasing participation and ensuring that input reflects the diverse perspectives of all families, particularly those who are underrepresented in decision-making processes.

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.

Based on the analysis of educational partner input and local data, MSCS has identified increasing consistent and inclusive participation in decision-making processes as a key area for improvement. While the LEA has established multiple structures for input, including advisory groups and LCAP engagement opportunities, survey data indicates that participation is not yet representative of all families. Specifically, approximately 69% of families report not participating in school events, committees, or workshops, suggesting that many families are not accessing existing opportunities for input.

Although communication systems are strong, with 90% of families reporting that the school responds promptly to communication, additional data suggests variability in how information about engagement opportunities is received and acted upon. This indicates a need to improve not only access to information, but also the relevance and accessibility of participation opportunities for a broader range of families.

Staff survey data also reflects variability in implementation, with responses indicating a mix of full and initial implementation in building capacity to engage families in decision-making processes. This suggests that while structures exist, additional support is needed to ensure consistent and effective facilitation of family engagement opportunities across all programs and staff.

To address these needs, MSCS will focus on expanding outreach and improving accessibility of advisory meetings and input opportunities. This includes increasing the use of digital communication platforms, offering hybrid and virtual meeting options, and providing multilingual communication and support to better reach underrepresented families. The LEA will also provide additional professional learning for principals and staff to strengthen facilitation skills and ensure that engagement opportunities are inclusive, responsive, and meaningful.

Through these efforts, MSCS aims to increase both participation and representation in decision-making processes, ensuring that input reflects the diverse perspectives of the entire school community.

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.

Based on the analysis of educational partner input and local data, MSCS will continue to prioritize increasing representation of underrepresented families in decision-making processes, particularly English learner families, socioeconomically disadvantaged families, and families less connected to school advisory structures. While communication systems are strong—90% of families report the school responds promptly to communication—survey data indicates that participation in advisory groups and decision-making opportunities remains limited. Specifically, approximately 69% of families report not participating in school events, committees, or workshops, suggesting that underrepresented families may face barriers to accessing these opportunities.

To address this gap, MSCS will expand culturally and linguistically responsive outreach and support. Family liaisons fluent in Spanish and Hmong will continue to serve as connectors between the school and families, focusing on building relationships, increasing awareness of advisory opportunities, and providing direct support to help families participate. These liaisons will conduct targeted outreach, including personalized invitations, follow-up communication, and small-group information sessions designed to make participation more accessible and less intimidating.

Additionally, MSCS will increase the use of flexible engagement formats, including virtual and hybrid meetings, to accommodate families' varying schedules and access needs. Survey data indicates that families prefer a range of engagement options, including both in-person and virtual supports, reinforcing the need to offer multiple pathways for participation. Meetings and materials will continue to be provided in multiple languages to reduce language barriers and ensure families can fully engage in discussions and decision-making processes.

The LEA will also focus on building family capacity by providing training and resources that help families understand school systems, student progress, and opportunities to provide input. Staff will receive additional professional learning to strengthen inclusive facilitation practices and ensure that family voices are actively sought, valued, and incorporated into decision-making.

By addressing barriers related to language, access, and familiarity with school systems, MSCS aims to increase participation from underrepresented families and ensure that decision-making processes reflect the diverse perspectives of the entire school community.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

MSCS annually administers local climate surveys to measure student perceptions of school safety, connectedness, and engagement. The most recent data from the 2025–2026 student climate survey indicates overall positive school conditions, particularly in areas of safety and support, with identified areas for growth in student engagement.

Student survey results show that School Safety is rated at 92% favorable, indicating that students feel physically and emotionally safe at school, with the majority reporting that incidents such as bullying and violence occur rarely . Additionally, staff survey data supports this finding, with 100% of staff reporting that they feel students are safe in the school environment .

Student perceptions of support and connectedness are also strong. Survey data shows 86% of students report a positive sense of belonging, and a majority of students indicate that they feel respected and supported by adults on campus . Staff survey data further reinforces this, with 100% favorable responses related to teacher-student relationships, demonstrating strong connections between staff and students .

However, student engagement remains an area of focus. The student engagement survey indicates a 58% favorable rating, suggesting that while many students are interested and excited about their learning, a significant portion report lower levels of engagement and focus in their classes . For example, while some students report being highly interested and excited about their classes, others indicate lower levels of focus and participation, highlighting variability in student experience.

Overall, the data indicates that MSCS has established a strong, safe, and supportive school environment that fosters positive relationships and a sense of belonging for students. At the same time, the LEA has identified student engagement as a key area for continued improvement and will focus on strategies to increase student motivation, participation, and connection to learning across all programs.

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

Analysis of the 2025–2026 student and staff climate survey data indicates that MSCS continues to demonstrate strong school conditions in the areas of safety, relationships, and student support, while identifying student engagement as a primary area of need. Student survey results show that School Safety is rated at 92% favorable, indicating that students feel safe in the school environment and report low levels of conflict and bullying . This is reinforced by staff survey data, with 100% of staff reporting a positive perception of school safety . These findings highlight safety as a sustained strength across programs.

Student connectedness is also an area of strength. Survey results show that 86% of students report a positive sense of belonging, with most students indicating that they feel respected and supported by adults on campus . Staff data further supports this, with 100% favorable responses related to teacher-student relationships, demonstrating strong, consistent relationships between staff and students . These results reflect the LEA's emphasis on relationship-building as a core component of its program.

Despite these strengths, student engagement remains a key area for improvement. The student engagement survey indicates a 58% favorable rating, suggesting that a significant portion of students are not consistently engaged in their learning . Survey responses show variability in student interest, participation, and focus in class activities, indicating that while some students are highly engaged, others experience lower levels of motivation and connection to instruction.

Disaggregated data is limited due to sample size; however, the variability in engagement responses suggests that certain groups of students may experience lower levels of connection and participation. This highlights the need to continue strengthening instructional strategies and supports that increase relevance, engagement, and connection to learning for all students.

Overall, key learnings indicate that MSCS has successfully established a safe and supportive learning environment with strong relationships, but must continue to focus on increasing student engagement and ensuring consistent instructional experiences that promote active participation and connection to learning across all student groups.

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.

Based on analysis of the 2025–2026 climate survey data, MSCS has identified student engagement as a primary area for improvement, while maintaining strengths in safety and relationships. Student data shows 92% favorable ratings in school safety and 86% favorable in sense of belonging, indicating a strong foundation of support and connectedness . However, student engagement data reflects a lower 58% favorable rating, highlighting the need to strengthen instructional practices and opportunities that increase student motivation, participation, and connection to learning .

To address these needs, MSCS will refine and expand its multi-tiered system of support (MTSS) with a stronger focus on engagement and student voice. The LEA will implement targeted professional development for staff focused on student engagement strategies, culturally responsive teaching, and trauma-informed practices to better meet the needs of all learners. These efforts are intended to build on the strong relational foundation already in place, as evidenced by 100% favorable staff responses related to teacher-student relationships .

MSCS will also expand structured opportunities for student engagement, including clubs, school-wide activities, and student-led initiatives that promote connection and belonging. Counseling staff and Youth Engagement Specialists will lead efforts to increase student voice through climate and culture committees, providing students with meaningful opportunities to contribute to school improvement and decision-making.

In addition, the LEA will strengthen systems to monitor student engagement more consistently, including regular review of survey data, attendance, and participation indicators. Family engagement efforts will also be aligned to support student engagement, with Youth Service Specialist - Student Engagement and Youth Service Assistant offering workshops and resources to help families support student motivation and social-emotional development at home.

These coordinated actions are designed to address the identified gap between strong school climate conditions and lower levels of student engagement. By focusing on instructional improvement, student voice, and targeted supports, MSCS aims to increase student engagement and ensure all students feel connected, motivated, and supported in their learning environment.

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 uses multiple local measures to monitor the extent to which all students have access to and are enrolled in a broad course of study aligned to California Education Code 51210 and 51220. Primary tools include multi-year plans, four-year plans for high school students, Aeries course enrollment data, and progress monitoring reviews conducted at least three times per year (initial, mid-year, and end-of-year).

Multi-year plans are the central tool used across all grade spans to ensure students have access to standards-aligned coursework, Career Technical Education (CTE), and courses required for graduation. In elementary grades, multi-year plans are developed collaboratively with families and teachers, while in middle and high school, students work with counselors to develop and monitor multi-year plans and four-year plans aligned to graduation and postsecondary goals.

Student access is further supported through regular teacher-student meetings, with 63% of families reporting weekly or more frequent meetings with teachers, ensuring ongoing review of course access and progress. Staff survey data also indicates strong implementation of instructional programs, with 95% favorable responses related to instruction and curriculum, supporting consistent access to standards-aligned materials and coursework.

These measures allow MSCS to monitor access across student groups, including unduplicated students and students with exceptional needs, and to make adjustments to ensure all students are enrolled in a comprehensive and appropriate course of study.

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)

MSCS uses multiple local measures to monitor the extent to which all students have access to and are enrolled in a broad course of study aligned to California Education Code 51210 and 51220. Primary tools include multi-year plans, four-year plans for high school students, Aeries course enrollment data, and structured progress monitoring conducted at least three times per year (initial, mid-year, and end-of-year).

Multi-year plans serve as the central tool across all grade spans to ensure students are enrolled in standards-aligned coursework, Career Technical Education (CTE), and courses required for graduation. In elementary grades, multi-year plans are developed collaboratively with families and teachers, while in middle and high school, students work with counselors to align their multi-year and four-year plans with graduation and postsecondary goals.

Access is further supported through frequent teacher-student interactions, with 63% of families reporting weekly or more meetings with teachers, allowing for ongoing review of course access and adjustments. Staff survey data reflects strong implementation of instructional programs, with 95% favorable responses related to instruction and curriculum, indicating consistent access to standards-aligned materials and coursework.

These measures enable MSCS to monitor and adjust access across student groups, including unduplicated students and students with exceptional needs, ensuring all students are supported in a comprehensive 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)

MSCS provides all students with access to a broad course of study through standards-aligned curriculum, multi-year plans, and ongoing progress monitoring. However, analysis of local data indicates that barriers exist in ensuring consistent access and full engagement for all students.

Student engagement data shows a 58% favorable rating, indicating that not all students are consistently connected to or actively participating in their coursework. This suggests that while courses are available, some students may not fully access or benefit from the breadth of offerings. Additionally, student perception data shows variability in interest and participation in classes, which can impact meaningful access to content.

Family engagement data also highlights potential barriers. While communication is strong (90% of families report timely responses), approximately 69% of families report not participating in school events or workshops, which may limit awareness of course options and available supports.

Additional barriers include scheduling challenges, varying levels of independent learning readiness in non-classroom-based settings, and differences in access to resources or support at home. These factors can impact students' ability to fully engage in and complete a broad course of study.

MSCS continues to address these barriers through targeted supports, increased engagement strategies, and ongoing monitoring to ensure all students can fully access and benefit from available coursework.

4. 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)

In response to local data, MSCS has implemented and will continue to refine strategies to ensure all students fully access a broad course of study. While all students have access to standards-aligned curriculum through multi-year plans and course offerings, student engagement data (58% favorable) indicates a need to strengthen how students connect to and participate in coursework .

MSCS will continue to maintain 1:1 technology access for all students and expand WiFi device availability to ensure consistent access to online curriculum and instructional resources both at school and at home. In addition, the LEA will increase monitoring of student progress through regular multi-year plan reviews and teacher-student meetings, with 63% of families reporting weekly or more frequent interaction with teachers, to ensure students are enrolled in and completing appropriate courses.

To address engagement barriers, MSCS will implement targeted instructional strategies, including differentiated supports, increased use of supplemental programs, and expanded intervention opportunities. Staff will receive professional development focused on increasing student engagement and ensuring effective use of curriculum.

The LEA will also strengthen outreach to families, as approximately 69% report not participating in school events or workshops, to improve awareness of course options and available supports. These combined efforts will ensure not only access, but meaningful participation in a broad course of study for all students

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					

Coordinating Instruction	1	2	3	4	5
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 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).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
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.					

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



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

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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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
2023/2024	105.1	48.3%	5.9%	11.6%	23.7%	10.5%	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				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			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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

In Building Relationships, we are maintaining strong connections between school staff and families, with 80% of families reporting a positive school climate and 91% feeling supported by the school. Family engagement remains an area for growth, with a 58% favorable rating, while communication is a clear strength, as 88% of families report timely responses from school staff.

- 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 primary areas for improvement in Building Relationships. First, while families report feeling supported and experience strong communication (88% report timely responses), overall family engagement remains lower at 58%, with only 32% participating in committees, trainings, or events—indicating a need to increase meaningful family involvement beyond individual student support. Second, we need to strengthen consistent opportunities for connection and relationship-building, as only 50% of families report meeting with teachers weekly or more, highlighting the need to expand structured engagement opportunities and deepen ongoing school-family partnerships.

- 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, the LEA will improve engagement of underrepresented families by strengthening targeted outreach and expanding meaningful opportunities for participation. While families report strong communication, participation in committees and events remains low, indicating a need to intentionally engage families who are not yet connected. The LEA will increase direct outreach through Youth Services Specialists, Youth Services Assistants, and Youth Engagement Specialists—who serve as liaisons between schools, families, and community agencies and support case management, workshops, and family engagement efforts—to ensure families receive consistent communication, access to services, and opportunities to participate. Additionally, staff will continue to build capacity to understand and respond to diverse family needs, cultures, and languages to create more inclusive and welcoming environments that support ongoing partnership.

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)

- 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, the LEA continues to demonstrate strong implementation of systems that support collaboration between families and schools. Family survey data shows that 91% of families feel supported in understanding and exercising their rights and advocating for their child, and approximately 90% report that schools provide opportunities for input on programs and policies. These results reflect continued strength in empowering families as partners in the educational process.

Additionally, 89% of families report that the school offers high-quality academic supports through MTSS systems, indicating that families are aware of and connected to services that directly impact student outcomes. Staff data further supports this progress, with 83% reporting progress in family engagement practices and over 85% indicating that systems are in place to build trust, communication, and collaboration with families.

Overall, the LEA remains at a level 4 (Full Implementation), with strong structures in place to support family partnerships, including communication systems, access to resources, and opportunities for engagement. Progress is evident in maintaining high levels of family support and staff capacity, positioning the LEA to continue strengthening partnerships that positively impact 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 primary area for improvement in Building Partnerships for Student Outcomes is increasing meaningful family engagement and participation in partnership structures. While families report strong support and communication, only 32% indicate participation in committees, trainings, or events, showing that engagement remains limited beyond individual student support. This indicates a need to move from access and communication to active partnership.

Additionally, staff data reflects a need to strengthen consistency in implementation of family partnership practices, with overall family engagement rated at 83% and several indicators remaining in the Initial Implementation to Full Implementation range. This suggests that while systems are in place, they are not yet fully consistent across all sites and programs.

The LEA will focus on increasing participation of underrepresented families, expanding opportunities for two-way engagement, and providing continued professional learning to staff to ensure consistent, high-quality implementation of family partnership practices that directly support improved student outcomes.

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 of underrepresented families in Building Partnerships for Student Outcomes, the LEA will focus on increasing access, awareness, and participation in supports that directly impact student learning. While 89% of families report that schools offer academic supports, awareness of specific services varies, indicating a need for more targeted outreach and clearer communication.

The LEA will expand parent education opportunities by providing workshops during enrollment, orientations, and throughout the school year that focus on helping families understand curriculum, interventions, and how to support learning at home. These efforts will be supported by Youth Services Specialists, Youth Services Assistants, and Youth Engagement Specialists, who will increase direct outreach, provide workshops, and serve as liaisons between schools, families, and community agencies to ensure families are informed and connected to available resources.

Additionally, the LEA will provide more flexible and accessible engagement opportunities (in-person, virtual, and small group formats) to remove barriers to participation and intentionally reach families who have not historically engaged in school activities. Through these strategies, the LEA aims to increase meaningful family participation and strengthen partnerships that directly support improved student outcomes.

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.	3
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.	3

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.

In Seeking Input for Decision-Making, the LEA continues to demonstrate strong systems for gathering family input. Approximately 90% of families report that schools provide opportunities to give input on policies, programs, and activities, indicating that structures such as advisory groups and feedback opportunities are well established.

Additionally, families report high levels of support (91%), showing that schools have built trust and communication systems that allow families to feel comfortable sharing input. Staff data further supports this progress, with 83% indicating implementation of family engagement practices that include communication and collaboration with families.

Overall, the LEA remains at a level 4 (Full Implementation), with strong systems in place to solicit input and engage families in decision-making processes. The LEA has successfully created multiple opportunities for families to share their voice and contribute to school and program development.

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.

The primary area for improvement is increasing meaningful participation in decision-making opportunities. While opportunities for input are widely available, only 32% of families report participating in committees, trainings, or school events, indicating that many families are not actively engaging in these structures.

This gap highlights the need to move beyond providing access to ensuring that families are actively involved and represented, particularly underrepresented groups such as English Learners and families of students with disabilities, where survey responses indicate lower levels of engagement and connection.

Additionally, staff capacity to consistently facilitate and sustain high levels of family participation remains an area for growth, as implementation varies across sites and programs. The LEA will focus on strengthening staff practices and ensuring more consistent engagement strategies that lead to increased family participation in decision-making processes.

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 engagement of underrepresented families, the LEA will focus on reducing barriers and increasing targeted outreach to families who are not currently participating in decision-making opportunities. While families report strong communication systems, participation remains low, indicating the need for more intentional engagement strategies.

The LEA will expand the use of Youth Services Specialists, Youth Services Assistants, and Youth Engagement Specialists to conduct direct outreach, provide personalized support, and connect families to advisory groups and engagement opportunities. These staff will serve as key liaisons to ensure families understand how to participate and why their input is valuable.

Additionally, the LEA will offer more flexible participation options, including in-person, virtual, and small group formats, and simplify information shared in advisory meetings to make it more accessible and meaningful. Schools will also leverage existing events and interactions to gather input and provide families with multiple entry points for engagement.

Through these efforts, the LEA aims to increase participation from underrepresented families and ensure that decision-making processes reflect the voices and needs of the full school community.

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 survey during the 2025–2026 school year using Panorama Education to measure key indicators including school safety, sense of belonging, and student engagement.

Overall, school safety remains a significant strength. Student survey results indicate that 96% of students report feeling safe at school, and incidents of bullying and physical conflict are reported as rare. This aligns with staff data, where 97% of staff report feeling that school environments are safe. These results demonstrate that the LEA continues to maintain a strong and stable foundation in providing safe learning environments.

Sense of belonging remains an area of relative strength but also an area for continued growth. Overall, 76% of students report a positive sense of belonging, with the majority indicating that they feel supported by adults on campus. However, disaggregated responses indicate variability across student groups and experiences, suggesting that not all students feel equally connected to their school community.

Student engagement continues to be the most significant area for growth. Engagement scores are at 58%, with lower results in areas such as sustained interest, participation, and connection to learning beyond the classroom. While many students report interest in their classes, fewer indicate consistent engagement or enthusiasm for participation.

Overall, the data reflects a clear pattern: strong systems for safety and support are in place, while deeper levels of student connection and engagement—particularly for some student groups—remain areas for continued focus and improvement.

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 the analysis of current school climate data, several key strengths and needs have been identified. School safety continues to be a clear and consistent strength. With 96% of students reporting that they feel safe, this reflects sustained and effective schoolwide systems that provide stable and secure learning environments. This consistency over time indicates that safety practices are well established and maintained across programs.

Another area of strength is the level of support students feel from staff. A majority of students report that adults on campus provide support, contributing to a positive overall sense of belonging (76%). This suggests that efforts to build trusting relationships between students and staff are having a positive impact. However, disaggregated data indicates that this experience is not consistent across all student groups, highlighting a need to ensure equitable experiences for all students, particularly English Learners and students with disabilities.

Sense of belonging, while improved from prior years, remains an area for continued growth. Although most students report feeling supported, a notable percentage do not feel a strong connection to their school community. This indicates a need for more intentional community-building strategies and inclusive practices that ensure all students feel connected, valued, and represented.

Student engagement remains the most significant area of need. With an overall engagement rate of 58%, data shows that while students may be interested in their classes, fewer report consistent participation, focus, or connection to learning beyond the classroom. This suggests a need to strengthen instructional practices by increasing relevance, incorporating student voice, and expanding opportunities for active and meaningful learning experiences.

Overall, the data reflects a strong foundation in safety and student support, with a clear need to deepen student connection and engagement, particularly for underrepresented student groups, in order to improve overall student outcomes.

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.

In response to the identified needs in student engagement and sense of belonging, the LEA will implement several targeted actions to strengthen student connection and participation in school. While safety and support systems remain strong, the data indicates a need to deepen student engagement and ensure all students feel connected to their school community.

The LEA will continue to utilize Youth Engagement Specialists, along with Youth Services Specialists and Youth Services Assistants, to provide targeted outreach, mentoring, and case management to students who are disengaged or at risk. These roles will focus on building strong relationships, increasing attendance, and connecting students to academic and social-emotional supports.

The LEA will also strengthen and expand its Multi-Tiered System of Support (MTSS) to ensure earlier identification of student needs and more consistent implementation of interventions across sites. This includes more structured monitoring of student engagement, attendance, and behavior data, as well as increased coordination between instructional staff, counselors, and support personnel.

Additionally, the LEA will continue to expand Positive Behavioral Interventions and Supports (PBIS) practices to promote positive school culture, reinforce expected behaviors, and reduce exclusionary discipline. PBIS efforts will include clearer expectations, consistent reinforcement systems, and increased opportunities for student recognition and voice.

To address low engagement, the LEA will support instructional staff in increasing student-centered practices, including incorporating student voice, culturally responsive teaching, and more interactive and relevant learning experiences. Professional learning will focus on strategies to improve engagement and build stronger classroom connections.

The LEA will also continue to strengthen site leadership and coordination through regular leadership meetings between LEA and site administrators to ensure alignment, consistency, and ongoing support. Additional administrative support, including focused leadership at specialized programs such as Juvenile Court School, will ensure that student needs are addressed with greater consistency and responsiveness.

Through these actions, the LEA aims to move from strong foundational systems toward deeper student engagement, stronger connections, and improved outcomes for all student groups.

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 utilizes multiple locally developed measures to monitor the extent to which all students have access to and are enrolled in a broad course of study aligned to California Education Code sections 51210 (grades 1–6) and 51220 (grades 7–12). These measures include the master schedule, student transcripts, course enrollment reports in Aeries, and Individual Learning Plans (ILPs), which are reviewed by grade span, unduplicated student groups, and students with exceptional needs within the LEA's alternative education programs, including Valley Community School (VCS) and Juvenile Court School.

A broad course of study is defined as courses with Board-approved instructional materials, courses that support progress toward high school graduation requirements, and Career Technical Education (CTE) opportunities where appropriate. The LEA ensures access to core academic subjects, credit recovery, intervention courses, and enrichment opportunities across both classroom-based and alternative settings.

Each student develops an ILP in collaboration with teachers and support staff, outlining academic, behavioral, and postsecondary goals. ILPs are reviewed at least quarterly to monitor progress, identify barriers to course access, and implement targeted supports. These reviews are informed by transcript analysis, attendance, and progress monitoring data to ensure equitable access and participation.

Additionally, the LEA conducts annual reviews of its course offerings and program implementation through the LCAP development process. This includes analysis of course access, completion rates, and participation in rigorous coursework for unduplicated students and individuals with exceptional needs. Findings are used to refine scheduling, strengthen Multi-Tiered System of Supports (MTSS), and ensure all students in VCS and Juvenile Court School have meaningful access to a broad course of study.

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)

Using ILPs, transcript reviews, Aeries course enrollment reports, and master schedule analysis, the LEA monitors student access to and enrollment in a broad course of study across Valley Community School (VCS) and Juvenile Court School. Data indicates that all students are provided access to core academic courses aligned to graduation requirements, with consistent enrollment in English, mathematics, science, and social science across grade spans and student groups, including unduplicated students and individuals with exceptional needs.

Some differences exist across program settings due to the nature of alternative education placements. VCS sites offer a broader range of elective and credit recovery options, while Juvenile Court School focuses on core instruction, credit accrual, and short-term academic stabilization due to high student mobility and length of stay. Independent Study students access the same core curriculum and graduation-aligned coursework as their classroom-based peers, supported through ILPs and regular progress monitoring.

Across all programs, ILP reviews conducted quarterly by teachers, counselors, and support staff ensure that students are appropriately enrolled and progressing. When barriers to access are identified—such as attendance, credit deficiency, or scheduling constraints—targeted interventions and flexible scheduling options are implemented.

Over time, the LEA has strengthened systems to ensure more consistent monitoring of course access and enrollment, particularly through improved use of ILPs and transcript reviews. These efforts have supported increased alignment of course access across settings while maintaining program flexibility to meet the unique needs of alternative education students.

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)

Based on analysis of ILPs, transcript reviews, course enrollment data, and program implementation, the LEA has identified several barriers that can impact consistent access to a broad course of study. These barriers are primarily related to the unique needs of students served in alternative education settings rather than limitations in course availability.

Key barriers include high student mobility and short-term enrollments, particularly in Juvenile Court School, which can limit continuity of instruction and access to a full range of courses. Additionally, gaps in prior credits and significant credit deficiencies may require students to prioritize core academic courses over elective or enrichment opportunities. Attendance challenges and inconsistent engagement also impact students' ability to fully access available coursework.

In independent study settings, barriers may include limited student engagement, pacing challenges, and the need for increased academic support to ensure successful course completion. Scheduling constraints and staffing limitations can also impact the range and frequency of elective offerings across sites.

The LEA continues to address these barriers through the use of Individual Learning Plans (ILPs), targeted interventions, flexible scheduling, credit recovery options, and a Multi-Tiered System of Supports (MTSS). Ongoing monitoring and program refinement are used to improve access and ensure all students are able to engage in a broad course of study.

4. 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)

In response to identified barriers, the LEA has refined and expanded systems to ensure all students have access to a broad course of study. To address credit deficiencies and prioritize access to core instruction, the LEA has strengthened credit recovery options and improved alignment of courses across settings to ensure continuity for students transitioning between programs.

To address engagement and attendance challenges, the LEA continues to implement structured ILP monitoring cycles, with increased involvement of Youth Engagement Specialists and counselors to support consistent participation, particularly in Independent Study. Flexible scheduling and targeted intervention periods have been expanded to provide additional access to core instruction and academic support.

The LEA has continued to expand Career Technical Education (CTE) access, including increased coordination with Regional Occupational Program (ROP) offerings and improved access for students in alternative settings, including Valley Community School and Juvenile Court School.

To reduce barriers related to technology and access, the LEA maintains 1:1 device implementation and expanded connectivity supports to ensure students can fully participate in online and hybrid coursework. Additionally, targeted support classes for English Learners, Long-Term English Learners, and students with significant skill gaps continue to be refined based on benchmark and progress monitoring data.

The LEA will continue to evaluate course access, enrollment patterns, and student outcomes through the LCAP process to further expand opportunities and ensure equitable access to a broad course of study for all students.

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]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.			3		
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)

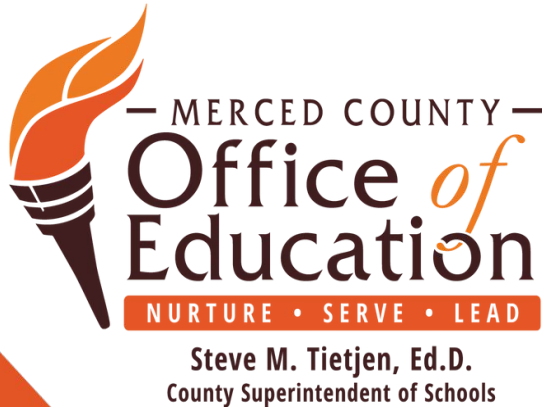
Assess the degree of implementation of coordinated service program components for foster youth in your county.

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).				4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				4	
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.			3		
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.			3		

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.			3		
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.			3		



Board Presentation: California Community Schools Partnership Program Grant

June 15, 2026

CCSPP Review

CCSPP Purpose

Bringing together academics, mental health services, family engagement, and enrichment opportunities to support the whole child.

Building strong partnerships between schools, families, and community organizations while addressing barriers that impact learning and well-being to improve student outcomes.



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

Students, families, staff, and community members work together to identify strengths and meet the needs of the school and its surrounding community

Integrated Student Supports

Services related to food security, housing stability, mental and physical health, and juvenile crime prevention and rehabilitation

Expanded and Enriched Learning Time

Support for early child education and literacy programs, out-of-school time programs, and transitions to and through schools

Active Family and Community Engagement

Students and families are leaders, guiding schools to become hubs for educational equity, community partnerships, and essential resources

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
Valley Atwater Community	715,500
Come Back Charter	712,500
Merced Scholars Charter	1,187,500

Special Education

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

Valley Atwater Community - Cohort 4

Year 2: Highlights for Student Programs

Capacity - Building Strategies	1. Strategic Community Partnerships 2. Collaborative Leadership
Family and Community Engagement (LCAP Goal 2)	<u>CBO partnership - Binational of California</u> Winterfest, Fortune & Fun fest, Family Fun Night, Springfest, CBCS Annual BBQ, MSCS- Senior Sunsetting
Integrated Student Supports	Bali Tutoring, Sami's Circuit, iMatters- SVFCS, JH Reading Program
Student Engagement	2024-25: MSCS 27% , CBCS 70% , JH 26% , MVCS 37% , LBVCS 30% 2025-26: MSCS 31% , CBCS 71% , JH 31% , MVCS 24% , LBVCS 28% , AVCS 29%
Chronic Absenteeism	2024-25: MSCS 16.6% , CBCS 41.1% , JH 2.1%, MVCS 51.6% , LBVCS 66.7% AVCS 20.9% 2025-26: MSCS 9.06% , CBCS 59.2% , JH 3.37%, MVCS 46.06% , LBVCS 34.04% , AVCS 21.19%

Challenges & Changes - Student Programs

Challenges

- Delays in purchasing vans due to procurement and approval processes
- Staffing and programs changes impacted continuity and implementation processes
- Ongoing coordination and communication needs with CBO partners
- Limited student and family engagement/attendance at school events

Implementation Plan Revisions

- Aligned CCSPP Priorities across all programs
- Addition of YSS, YSA and Campus Student Supervisor positions to CCSPP
- Adjustment of partnership matrix

Year 2: Highlights Special Education

Collaborative Leadership

- School Site Council Served as Advisory Committee to CCSPP.
- CCSPP Survey (Parent/Staff/Admin)- 256 surveys collected.
- Collaborated with the Special Education Advisory Committee (SEAC), Leadership Team, and the English Learner Advisory Committee (ELAC) on the Blooming Futures Initiative and the CCSPP grant.
- CCSPP SPED team was a collaborative partner of the CCSPP Merced Community of Practice Team.
- Established a contract with Merced College Agricultural Department to provide consulting services and professional development modules for teachers related to Blooming Futures.

Integrated Student Supports

- Family Services Liaison connected 45 families with community agencies through the referral process.
- Hosted a Community Resource Fair with 27 community agencies, approximately 100 parents attended.
- Added about 8 new Community Partners.
- Purchased materials/garden boxes for all of the 108 classes.
- Hired a Teacher on Special Assignment (TOSA) to lead the Blooming Futures Initiative.
- Added consultation services between Merced College professor and TOSA to help support teachers and students.

Expanded and Enriched Learning Time

- Applegate Park Kiddie Land Family Event attended by approximately 930 people included a gardening activity for PK-2nd grade students. Family Services Liaison was available to support and connect families with community resources.
- Gardening events held on the weekends for Students and Families.
- Preschool Pumpkin Painting Party.
- Preschool Mini-Farm Experiences.
- Monthly Craft Nights.

Active Family and Community Engagement

- 10 gardening events - Merced County SPED
- 4 gardening events - Floyd A. Schelby
- 1 Autism Awareness Event - Merced County SPED
- 2 preschool events - Floyd A. Schelby
- 2 preschool events - Merced County SPED
- 10 Craft Nights - both
- 1 Special Education Family Resource Fair - both

Challenges & Changes - Special Education

Challenges:

- Site preparation for the greenhouse at Hopeton School.
- Purchase Orders - streamlining the approval process.
- 41 sites across Merced County for TOSA to collaborate and support teachers.
- Although all parents were notified of events, only 57.9% of parents surveyed attended at least one enrichment or after school event.
- 28% of parents do not know how to access the Family Resource Referral Process.
- Survey data showed that Spanish-speaking households participated in events at higher rates than English-speaking households (48% vs. 9.9%). However, 13% of Spanish-speaking parents reported being unaware of available student supports, compared to 41% of English-speaking parents.

Implementation Plan Revisions:

- Purchase of vehicles for student access to enrichment and expanded learning opportunities.
- Budget revision to prioritize the partnership with Merced Community College Ag. Dept.
- Reallocated funds for staff overtime hours to help support evening and weekend events.
- Reallocation of funds for the purchase of a greenhouse and gardening materials.

MCOE Board Agenda Packet 6.15.2026



Next Steps

Four overarching goals that align with the 4 pillars of Ca. Community Schools Framework

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.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Merced County Special Education serves children and young adults who have special needs associated with a variety of cognitive, physically disabling, and social-emotional conditions. Merced County Special Education provides specialized classes and services for students based on needs indicated on their Individualized Education Plans. The mission of Merced County Special Education is to provide high-quality educational opportunities and support services to students, families, and communities to ensure that every student is a success in their academic achievement, personal, and social development. Merced County Special Education also promotes MCOE's overall mission to nurture, serve, and lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in its students.

Merced County Special Education and MCOE secured a CCSPP Planning Grant (Round 2) and have collaboratively worked to identify and articulate needs and assets related to such areas as student academic achievement, social-emotional growth, well-being, physical health and nutrition, mental and behavioral health, positive youth development, home-school connectedness, parent and family engagement, and collaborative leadership, among other domains central to designing and implementing a research-based community school. Upon completing this needs and assets assessment process, Merced County Special Education and MCOE formalized a shared vision statement for the community schools initiative: To fully adopt the California Community Schools Framework and employ a whole-child approach with an integrated focus on academics, health and social services, positive youth development, student wellness, and family and community engagement. To fulfill this vision, Merced County Special Education and MCOE will use CCSPP Implementation Project funding to accomplish four overarching goals that explicitly align with the Four Pillars of the California Community Schools Framework:

Goal 1: Build local capacity to effectively integrate support services in order to employ a whole-child approach that addresses each student's academic, social-emotional, behavioral, and developmental needs.

Goal 2: Strengthen home-school relationships and build the capacity of MCOE parents and caregivers to effectively partner in their children's education and youth development.

Goal 3: Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.

Goal 4: Establish and/or enhance expanded learning programming to provide MCOE students with improved academic assistance and youth enrichment activities that build on regular-day accomplishments.

Throughout the five-year CCSPP Implementation Project period, Merced County Special Education will ensure that its community school initiative is centered on the Overarching Values of the California Community Schools Framework and will implement and continually refine developmental plans to ensure full adoption and integration of the Overarching Values into the community school initiative.

To support these efforts, Merced County Special Education's Community School Coordinator will guide the Community School Advisory Council and all Merced County Special Education community school leaders in incorporating frequent review of the Overarching Values of the California Community Schools Framework as part of the project's evaluation and continuous quality improvement process. The Community School Advisory Council will also collaboratively review the Overarching Values prior to completing the annual revisions of the Needs & Assets Assessment and Implementation Plan to ensure that these guiding documents are grounded in racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement.

In order to continually improve Merced County Special Education's community school initiative and ensure that the initiative increasingly promotes these Overarching Values, Merced County Special Education and MCOE will collaboratively engage in site-specific and LEA-wide evaluation, reflection, and continuous quality improvement, which will include frequently assessing fidelity of implementation through the use of tools and resources such as S-TAC's Capacity-Building Strategies Developmental Rubric and other locally developed tools useful for measuring the impacts of the CCSPP Implementation Project. This will include frequently assessing the fidelity of implementation of the California Community Schools Framework to determine the degree to which Merced County Special Education's community school initiative reflects the Overarching Values of the Framework.

As a result, Merced County Special Education and MCOE will increasingly align community school efforts with the Overarching Values by identifying improvement areas and formalizing strategies for addressing identified improvement areas to ensure that the Overarching Values are reflected in Merced County Special Education's community schools work.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Administrators

CCSPP needs and assets assessments were added as a standing agenda item during the monthly MCOE SPED Leadership Team meetings.

Certificated Staff

CCSPP Teacher on Special Assignment, Jacquilyn Lourence, presented at staff meetings for each of the nine coordinators and met with 88 MCOE SPED teachers throughout the 2025–2026 school year. During these meetings, she shared information about the CCSPP vision, mission, goals, and the process for identifying program assets and needs.

Classified Staff

CCSPP Teacher on Special Assignment, Jacquilyn Lourence, met with more than 300 MCOE SPED classified staff during classroom meetings throughout the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and the identification of assets and needs.

Students

The CCSPP team—including Jacquilyn Lourence, Maria Duran-Barajas, Caleb Hampton, and Olga Zambrano—shared information with students and family members during monthly craft nights at Wired Café, Blooming Futures Gardening events, and community events such as Trunk or Treat and Pumpkin Painting Parties. Supplemental curricula and extension activities aligned with CCSPP lessons were also shared with students and families through ParentSquare.

Family Members

Seven parents from the School Site Council and English Language Advisory Committee were recruited to serve on the CCSPP Advisory Committee, which met three times during the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and program needs. Additionally, more than 200 family members and students were surveyed individually to gather input on their knowledge of and participation in CCSPP events and resources. Monthly announcements about CCSPP events and resources were shared through ParentSquare.

Community Members

More than 27 community members and agencies participated in the first annual Community Resource Fair, which was attended by approximately 100 parents and students. The Family Resource Liaison also used the established referral process to connect 44 families in need with relevant community partners and support agencies.

Community Partners

The CCSPP team met on three occasions with Merced College Contract Education and Community Services to develop a partnership focused on consultation and professional development in support of the Blooming Futures Initiative. These meetings resulted in a contract proposal from Merced College District to provide consultation and professional development over the next four years. The proposal also includes a sustainability plan to support ongoing professional development beyond the life of the grant through asynchronous modules hosted on a Learning Management System available to MCOE SPED staff.

Historically Marginalized Student and Family Groups

The CCSPP team intentionally designs events and activities to include students with Extensive Support Needs, mild-to-moderate disabilities, and those from diverse cultural and linguistic backgrounds. Participation from these students and their families is encouraged through advisory committees, school events, and classroom-based activities within MCOE SPED programs.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Project-Based Learning	Teachers will expand their instructional practices in project-based learning by participating in professional learning modules developed through our partnership with Merced College.
Expanded and Enriched Learning Time	We expect to see an increase in student and family participation at Craft Nights and Weekend Gardening Activities.
Expanded family and community agency outreach.	We expect increased engagement with families and community partners through outreach efforts and shared resources. We anticipate a 20% increase in referrals to the Family Resource Liaison as awareness of the referral process and available resources continues to grow.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
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Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.	1. As part of the ongoing needs assessment process, assess Merced County Special Education professional learning needs using tools such as the Capacity-Building Strategies Developmental Rubric and locally developed surveys to identify needs related to each of the Overarching Values of the California Community Schools Framework. 2. Provide new professional learning in content areas aligned to the California Community Schools Framework, such as community-based learning, culturally responsive teaching, racially just and restorative school climates, trauma-informed care, and a number of whole-child approaches. 3. Contract with subject matter experts to deliver new professional learning opportunities (e.g., seminars, workshops, coaching). 4. Integrate new professional learning into Merced County Special Education's existing infrastructure for professional development and include collaborative professional learning opportunities across MCOE school sites, when appropriate, to effectively share best practices and lessons learned. 5. Under the direction of the Community School Coordinator, support shared leadership by guiding the Merced County Special Education Community School Advisory Council in the ongoing evaluation of community schools outcomes and through the collaborative continuous quality improvement efforts.
Develop opportunities for Merced County Special Education teachers and staff to collaborate with other MCOE educators who are experienced in community-based learning in order to ensure all Merced County Special Education educators understand community-based learning theoretical roots and practical elements.	1. Identify MCOE personnel experienced in community based learning and secure commitments from these staff to support Merced County Special Education in exploring community-based learning. 2. Formalize a calendar of community-based learning observations and communities of practice within Merced County Special Education's existing professional learning infrastructure.

Deliver training to build the capacity of Merced County Special Education teachers and staff to employ practices and programs that are responsive to the local history, knowledge, values, language, literature, institutions, culture, and environments of Merced County Special Education students and families.

1. Contract trainers and content experts to lead new community-based learning professional development.
2. Deliver trainings that enhance Merced County Special Education teachers' and staff's understanding of the theoretical roots and practical elements of community-based learning.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand professional learning opportunities and structures for shared decision-making to enhance the quality of instruction, strengthen integrated supports, and improve collaborative leadership among teachers, staff, administrators, and community school partners.	1. Maintain a diverse and committed Community School Advisory Council composed of members who reflect the characteristics and needs of Merced County Special Education students and families. 2. Conduct triannual site-level Community School Advisory Council meetings and LEA-level Community Schools Leadership Team meetings to promote collaborative leadership in community school planning, review, and continuous improvement. 3. Provide professional learning opportunities for Merced County Special Education administrators, teachers, and staff to build local capacity for implementing the CCSPP project with fidelity. 4. Ensure that Merced County Special Education students, teachers, staff, parents, and community partners have a voice in the Community Schools initiative by creating opportunities to share qualitative feedback through surveys and other engagement activities. 5. Update the Merced County Special Education Needs and Assets Assessment and Implementation Plan at the end of each program year, ensuring the revision process incorporates the perspectives of all community school partners and stakeholders.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Merced County Special Education and MCOE have established robust site- and LEA-level infrastructures designed to ensure that the CCSPP Implementation Project is guided by a leadership mechanism and system of shared governance that meaningfully engages all educational partners and stakeholders in ongoing community schools planning, implementation, and refinement. Site-level community schools governance is coordinated by the Merced County Special Education Community School Advisory Council and includes the participation of school administrators, teachers, staff, parents, students, and key school community partners. At the LEA level, the MCOE Community Schools Leadership Team is composed of representatives from each

Community School Advisory Council, district administrators, and representatives from key community partners. Throughout the CCSPP planning phase, the Advisory Council and Leadership Team engaged stakeholders through a multi-step needs and assets assessment process, and this experience will lay the groundwork for deeper needs and assets assessment, collaborative reflection, democratic decision-making, and data-driven continuous quality improvement throughout the five-year CCSPP Implementation Project period.

In addition to leveraging capacity through these existing local and LEA-wide governing bodies, the Merced County Special Education Community School Coordinator will work to foster shared governance, shared power, shared decision-making, and shared responsibility for the process of school transformation. The Community School Coordinator will (1) serve as Merced County Special Education's lead in establishing community school efforts over the five-year CCSPP Implementation Project period; (2) chair Merced County Special Education's Community School Advisory Council; (3) serve as the lead liaison to community organizations providing community school services to Merced County Special Education students; (4) coordinate new professional learning opportunities that build local capacity to implement the community schools model with fidelity; (5) coordinate parent and family engagement services in partnership with other Merced County Special Education and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Merced County Special Education and MCOE administrative personnel and an external evaluator; and (7) guide the Merced County Special Education Advisory Council in the frequent review of CCSPP Implementation Project evaluation reports to identify successes and improvement areas and continually refine community school services, strategies, and structures to best meet the needs of Merced County Special Education students and families.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Retain a highly qualified Community School Coordinator to chair the Community School Advisory Council and lead local efforts to implement the Community Schools initiative with fidelity.	During Year 2, the Community School Coordinator position continued to be filled by a Special Education Coordinator. Provide ongoing professional development and support to ensure the Community School Coordinator can effectively lead local Community Schools efforts.
Retain the school-level personnel necessary to ensure Merced County Special Education has the capacity to implement the Community Schools initiative with fidelity, achieve project goals and outcomes, and sustain the Community Schools model beyond the CCSPP funding period.	During Year 2, a multilingual Family Service Liaison was retained to support students and families and connect them with local resources. During Year 2, a Teacher on Special Assignment was hired to oversee the Blooming Futures Initiative and support implementation of the CCSPP project. Provide ongoing professional development and training to ensure the Family Service Liaison and Teacher on Special Assignment can effectively support CCSPP implementation and related initiatives.

Key Staff/Personnel

Community Schools Coordinator (appointed Year 1)	The Community Schools Coordinator will (1) serve as Merced County Special Education's lead in establishing community school efforts over the five-year CCSPP Project period; (2) chair the Merced County Special Education Community School Advisory Council; (3) serve as Merced County Special Education's lead liaison to community organizations providing community school services to Merced County Special Education students; (4) coordinate new professional learning opportunities that build local capacity to implement the community school model with fidelity; (5) coordinate parent and family engagement services in partnership with other Merced County Special Education and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Merced County Special Education and MCOE administrative personnel and an external evaluator; and (7) guide the Leadership Team and Merced County Special Education Advisory Council in frequent review of CCSPP Project evaluation reports to
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	identify successes and improvement areas and continually refine community schools services, strategies, and structures to best meet the needs of Merced County Special Education students and families.
Farm to Fork (Blooming Futures) Coordinator (hired year 2)	A Teacher on Special Assignment (TOSA) will serve as the Farm to Fork Coordinator. The Farm to Fork Coordinator will be responsible for planning, establishing, and scaling across the county a high-quality Farm to Fork Program (Blooming Futures Initiative), which will be one of the centerpieces of Merced County Special Education's community schools initiative. The new Farm to Fork Program will increase opportunities for Merced County Special Education students to participate in hands-on extracurricular and co-curricular activities designed to increase student and family engagement, develop independent living skills, promote healthy nutrition and overall well-being, and foster community engagement.
Family Services Liaison (hired Spring year 1)	The Family Services Liaison will work under the direction of the Community Schools Coordinator and support students and families by continuing to seek out community organizations that offer needed services, update the Community Partner Matrix, develop a referral process, refer students and families to appropriate community services, and assess student and family needs and develop resources to address those needs.
Student Advocate	The Family Services Liaison position was hired in place of a Student Advocate based on findings from the Year 1 Needs and Assets Assessment, which indicated that this role would better support the needs of students and families. The liaison provides direct connection to resources and strengthens family engagement within the community school framework. Based on this adjustment, the Student Advocate category will be removed from future implementation plans.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Merced County Special Education and the Merced County Office of Education will complete Annual Performance Reports and additional assessment activities recommended by the S-TAC and the California Department of Education. These include the Capacity Building Strategies Developmental Rubric, the Whole Child and Family Supports Inventory, annual revisions of the Needs and Assets Assessment, and annual updates to the Implementation Plan. Together, these evaluation efforts will inform the fidelity of community schools' implementation and guide data-driven continuous quality improvement.

MCOE's Community Schools Leadership Team and the Merced County Special Education Community School Advisory Council will convene three times each year to review evaluation findings and assess the project's fidelity of implementation and overall impact on Merced County Special Education students and families. During the final meeting of each year, the Leadership Team and Advisory Council will engage stakeholders in identifying project strengths and areas for improvement and will determine actions to be implemented in the following year.

This comprehensive evaluation process—conducted at both the site and LEA levels—combined with ongoing collaborative reflection and continuous improvement, will ensure that CCSPP investments result in meaningful schoolwide transformation benefiting Merced County Special Education students and families during and beyond the CCSPP funding period.

The Leadership Team and Advisory Council will also document the successes of the Merced County Special Education community school initiative and strategically share findings with community school partners and other stakeholders. By carefully documenting and communicating the impact of the CCSPP Project, MCOE and Merced County Special Education will promote the integration of successful strategies, programs, and practices into local budgets to sustain efforts that demonstrate strong outcomes beyond the CCSPP grant period.

Project outcomes and impacts will also be shared with MCOE and Merced County Special Education community partners to encourage continued financial and in-kind support that sustains these community school efforts. Finally, the MCOE Community Schools Leadership Team will actively pursue additional resources and funding opportunities to cultivate diverse funding streams and braid available resources in support of Merced County Special Education community schools initiative.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strategically cultivate community partnerships across a broad range of educational partners and community stakeholders who share a common vision to that of Merced County Special Education's community school initiative.	1. Regularly update the Community Schools Partnership Matrix to document established partnerships and identify prospective partnerships that may benefit Merced County Special Education's community school initiative. 2. Engage with both established and potential partners to encourage active participation in community school activities (e.g., Community Schools Leadership Team meetings and Advisory Council meetings) and determine how each partner can best leverage their expertise and resources to support Merced County Special Education students and families. 3. Encourage community school partners to utilize relationships within their own networks to assist Merced County Special Education in identifying and securing additional community and countywide partnerships. 4. Establish formal partnership agreements with community partners that clearly define the partnership and outline each partner's commitments in supporting Merced County Special Education's CCSPP project. 5. Review and revise partnership agreements annually to ensure they address emerging needs and service gaps identified through the needs and assets assessment process.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

As part of the community schools planning process, MCOE's Community Schools Leadership Team collaborated with Merced County Special Education's Community School Advisory Council to develop a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school partner. Throughout community schools implementation, Merced County Special Education and MCOE will continue to collaborate to frequently update this Partnership Matrix in order to define the commitments of each partner, effectively braid school community resources, and identify prospective new partnerships that could strengthen the

community schools initiative.

Organization	Key Community School Roles and Responsibilities
Golden Valley Health Clinic	Provides MCOE parents and families with vaccination clinics that promote the health of our families.
Catholic Charities	A non-profit organization that supports community members in providing free food, clothing, and financial assistance for people in need.
Challenged Family Resource Center	Provides parent-to-parent support for children with special needs and their families through training, support groups, and services.
Central Valley Regional Center (CVRC)	Provides a wide array of services for students with disabilities; provides diagnosis and assessment of eligibility, services, and support.
Merced Elks Lodge 1240	Provides food resources and sponsors special events specifically for MCOE Special Education students and families.
El Capitan Hotel	Provides on the job work experience designed to develop housekeeping skills for students in transition classes.
Community Adult Programs for Special Education Students 22+	Provides adult services for students who have aged out of school (age 22), programs available are Kings View, Lloyds Day Program, CIWP, Enrichment Center, and The Haven.
Center of Vision Enhancement (COVE)	Provides services for students who are visually impaired that focus on daily living skills, assistive technology, community and state resources.
Merced College Disabled Student Services Program Information Session	Provides equal access to educational opportunities for students with disabilities. Provides reasonable accommodations to students with verified disabilities who are enrolled at Merced College. Provides informational trainings for parents and students who might be interested in attending Merced College.
Merced College Agriculture Department	Provides consultation, professional development, and training to support implementation of the Blooming Futures Farm-to-Fork initiative.
Multi-Cultural Arts Center	Provides arts and music education and enrichment services to students with disabilities both in the classroom and at center-based lessons.
Foster Youth Services Coordination Program	Provides information, services, job fairs, and college fairs that target foster youth.

Family Resource Council	Provides a training series of eight 2-hour modules for educators on “Caring for Children who Experience Trauma.”
Truancy Prevention Program - District Attorney’s Office	Supports MCOE schools with attendance training and support with the SARB process; assists with home visits as needed.
The Boys and Girls Club	Provides a venue to have monthly dances for MCOE special education students to socialize with students from other classrooms; provides equipment for students to practice daily living skills.
Dignity Health	Provides different doctors and/or specialists to present to MCOE nurses during quarterly meetings on various health topics; provides health fairs to families and students in the Merced Community.
Stepping Stones Nursery	Provides materials for the Blooming Futures Farm-to-Fork project
Lowes Home Improvement	Provides materials for the Blooming Futures Farm-to-Fork project
Home Depot	Provides materials for the Blooming Futures Farm-to-Fork project
Behavioral Health and Recovery Services	Provides individual counseling, help with obtaining psychiatric services, and assistance with Medi-Cal support; operate the CUBE drop-in center
Student Resiliency Center	Provides peer to peer support/social skills groups, recreational activities for youth, behavioral health services, help finding resources for food shelter, and clothing, provide snack and helps youth cope with stressors. Ages 12-18.
Family Resource Center	Family wellness child abuse prevention council meetings, connects and supports families and community partners, SOS, Re-direct a program to help families to prevent deeper involvement in the provatio/court system.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Floyd A. Schelby (Schelby) serves children and young adults who have special needs associated with a variety of cognitive, physical disabling, and social-emotional conditions. Schelby provides specialized classes and services for students based on needs indicated on their Individualized Education Plans. The mission of Schelby is to provide high-quality educational opportunities and support services to students, families, and communities to ensure that every student is a success in their academic achievement, personal, and social development. Schelby also promotes MCOE's overall mission to nurture, serve, and lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in its students.

Schelby and MCOE secured a CCSPP Planning Grant (Round 2) and have collaboratively worked to identify and articulate needs and assets related to such areas as student academic achievement, social-emotional growth, well-being, physical health and nutrition, mental and behavioral health, positive youth development, home-school connectedness, parent and family engagement, and collaborative leadership, among other domains central to designing and implementing a research-based community school. Upon completing this needs and assets assessment process, Schelby and MCOE formalized a shared vision statement for the community schools initiative: To fully adopt the California Community Schools Framework and employ a whole-child approach with an integrated focus on academics, health and social services, positive youth development, student wellness, and family and community engagement. To fulfill this vision, Schelby and MCOE will use CCSPP Implementation Project funding to accomplish four overarching goals that explicitly align with the Four Pillars of the California Community Schools Framework:

Goal 1: Build local capacity to effectively integrate support services in order to employ a whole-child approach that addresses each student's academic, social-emotional, behavioral, and developmental needs.

Goal 2: Strengthen home-school relationships and build the capacity of MCOE parents and caregivers to effectively partner in their children's education and youth development.

Goal 3: Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.

Goal 4: Establish and/or enhance expanded learning programming to provide MCOE students with improved academic assistance and youth enrichment activities that build on regular-day accomplishments.

Throughout the five-year CCSPP Implementation Project period, Schelby will ensure that its community school initiative is centered on the Overarching Values of the California Community Schools Framework and will implement and continually refine developmental plans to ensure full adoption and integration of the Overarching Values into the community school initiative.

To support these efforts, Schelby's Community School Coordinator will guide the Community School Advisory Council and all Merced County Special Education community school leaders in incorporating frequent review of the Overarching Values of the California Community Schools Framework as part of the project's evaluation and continuous quality improvement process. The Community School Advisory Council will also collaboratively review the Overarching Values prior to completing the annual revisions of the Needs & Assets Assessment and Implementation Plan to ensure that these guiding documents are grounded in racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement.

In order to continually improve Schelby's community school initiative and ensure that the initiative

increasingly promotes these Overarching Values, Schelby and MCOE will collaboratively engage in site-specific and LEA-wide evaluation, reflection, and continuous quality improvement, which will include frequently assessing fidelity of implementation through the use of tools and resources such as S-TAC's Capacity-Building Strategies Developmental Rubric and other locally developed tools useful for measuring the impacts of the CCSPP Implementation Project. This will include frequently assessing the fidelity of implementation of the California Community Schools Framework to determine the degree to which Schelby's community school initiative reflects the Overarching Values of the Framework.

As a result, Schelby and MCOE will increasingly align community school efforts with the Overarching Values by identifying improvement areas and formalizing strategies for addressing identified improvement areas to ensure that the Overarching Values are reflected in Schelby's community schools work.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Administrators

CCSPP needs and assets assessments were added as a standing agenda item during the monthly MCOE SPED Leadership Team meetings.

Certificated Staff

CCSPP Teacher on Special Assignment, Jacquilyn Lourence, presented at staff meetings for each of the three coordinators and met with 16 MCOE SPED teachers throughout the 2025–2026 school year. During these meetings, she shared information about the CCSPP vision, mission, goals, and the process for identifying program assets and needs.

Classified Staff

CCSPP Teacher on Special Assignment, Jacquilyn Lourence, met with more than 50 MCOE SPED classified staff during classroom meetings throughout the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and the identification of assets and needs.

Students

The CCSPP team—including Jacquilyn Lourence, Maria Duran-Barajas, Caleb Hampton, and Olga Zambrano—shared information with students and family members during monthly craft nights at Wired Café, Blooming Futures Gardening events, and community events such as Trunk or Treat and Pumpkin Painting Parties. Supplemental curricula and extension activities aligned with CCSPP lessons were also shared with students and families through ParentSquare.

Family Members

Seven parents from the School Site Council and English Language Advisory Committee were recruited to serve on the CCSPP Advisory Committee, which met three times during the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and program needs. Additionally, more than 200 family members and students were surveyed individually to gather input on their knowledge of and participation in CCSPP events and resources. Monthly announcements about CCSPP events and resources were shared through ParentSquare.

Community Members

More than 27 community members and agencies participated in the first annual Community Resource Fair, which was attended by approximately 100 parents and students. The Family Resource Liaison also used the established referral process to connect families in need with relevant community partners and support agencies.

Community Partners

The CCSPP team met on three occasions with Merced College Contract Education and Community Services to develop a partnership focused on consultation and professional development in support of the Blooming Futures Initiative. These meetings resulted in a contract proposal from Merced College District to provide consultation and professional development over the next four years. The proposal also includes a sustainability plan to support ongoing professional development beyond the life of the grant through asynchronous modules hosted on a Learning Management System available to Schelby staff.

Historically Marginalized Student and Family Groups

The CCSPP team intentionally designs events and activities to include students with Extensive Support Needs, mild-to-moderate disabilities, and those from diverse cultural and linguistic backgrounds. Participation from these students and their families is encouraged through advisory committees, school events, and classroom-based activities within MCOE SPED programs.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Project-Based Learning	Teachers will expand their instructional practices in project-based learning by participating in professional learning modules developed through our partnership with Merced College.
Expanded and Enriched Learning Time	We expect to see an increase in student and family participation at Craft Nights and Weekend Gardening Activities.
Expanded family and community agency outreach.	We expect increased engagement with families and community partners through outreach efforts and shared resources. We anticipate a 20% increase in referrals to the Family Resource Liaison as awareness of the referral process and available resources continues to grow.

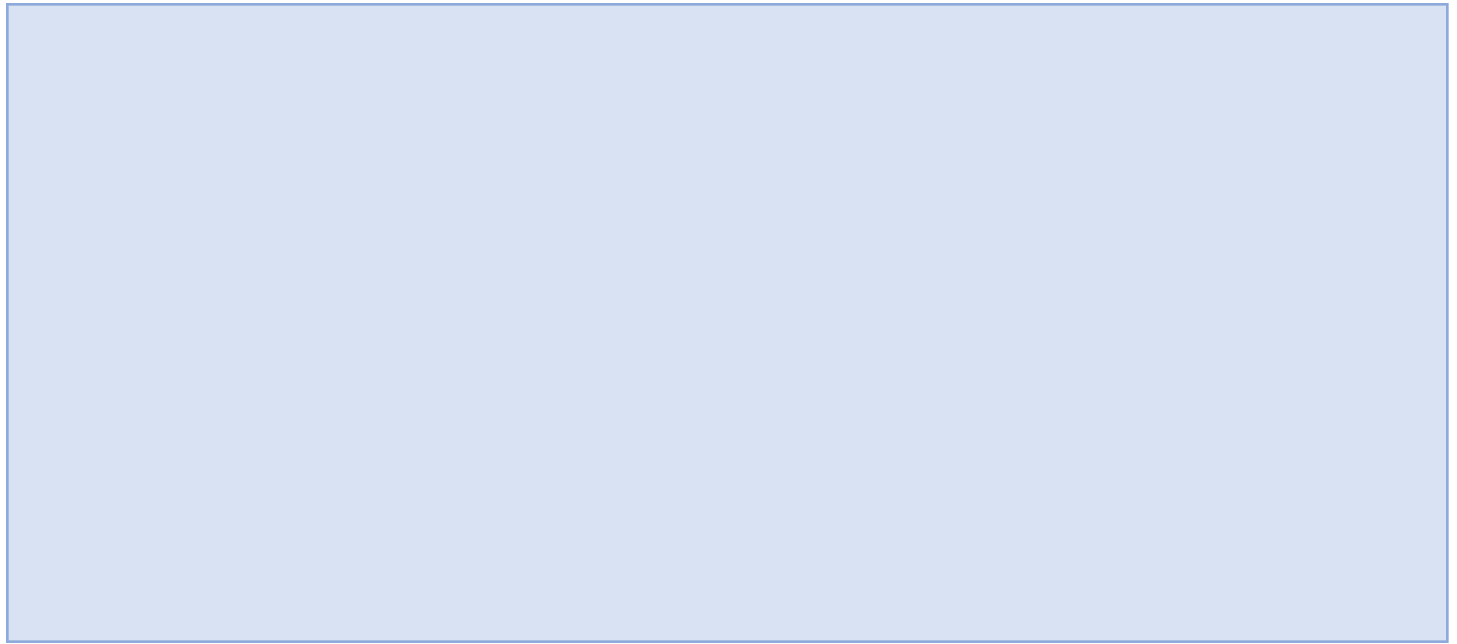
Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.	1. As part of the ongoing needs assessment process, assess Shelby professional learning needs using tools such as the Capacity-Building Strategies Developmental Rubric and locally developed surveys to identify needs related to each of the Overarching Values of the California Community Schools Framework. 2. Provide new professional learning in content areas aligned to the California Community Schools Framework, such as community-based learning, culturally responsive teaching, racially just and restorative school climates, trauma-informed care, and a number of whole-child approaches. 3. Contract with subject matter experts to deliver new professional learning opportunities (e.g., seminars, workshops, coaching). 4. Integrate new professional learning into Shelby's existing infrastructure for professional development and include collaborative professional learning opportunities across MCOE school sites, when appropriate, to effectively share best practices and lessons learned. 5. Under the direction of the Community School Coordinator, support shared leadership by guiding the Merced County Special Education Community School Advisory Council in the ongoing evaluation of community schools outcomes and through the collaborative continuous quality improvement efforts.
Develop opportunities for Shelby School teachers and staff to collaborate with other MCOE educators who are experienced in community-based learning in order to ensure all Shelby educators understand community-based learning theoretical roots and practical elements.	1. Identify MCOE personnel experienced in community based learning and secure commitments from these staff to support Shelby in exploring community-based learning. 2. Formalize a calendar of community-based learning observations and communities of practice within Shelby's existing professional learning infrastructure.
Deliver training to build the capacity of Shelby School teachers and staff to employ practices and programs that are responsive to the local history, knowledge, values, language, literature, institutions, culture, and environments of Shelby School students and families.	1. Contract trainers and content experts to lead new community-based learning professional development. 2. Deliver trainings that enhance Shelby teachers' and staff's understanding of the theoretical roots and practical elements of community-based learning.



Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand professional learning opportunities and structures for shared decision-making to enhance the quality of instruction, strengthen integrated supports, and improve collaborative leadership among teachers, staff, administrators, and community school partners.	1. Maintain a diverse and engaged Community School Advisory Council whose membership reflects the demographics, experiences, and perspectives of Shelby School students, families, staff, and community partners. 2. Conduct quarterly site-level Community School Advisory Council meetings and LEA-level Community Schools Leadership Team meetings to support collaborative leadership in the planning, implementation, review, and continuous improvement of community schools efforts. 3. Provide professional learning opportunities for Shelby School administrators, teachers, and staff that build local capacity to implement the California Community Schools Partnership Program (CCSPP) with fidelity. 4. Ensure that Shelby School students, staff, families, and community partners have meaningful opportunities to contribute input to the community schools initiative through surveys, focus groups, and other engagement strategies designed to gather qualitative feedback. 5. Review and update the Shelby School Needs and Assets Assessment and Implementation Plan annually, ensuring that the revision process incorporates input from a broad range of community schools stakeholders and partners.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Merced County Special Education and MCOE have established robust site- and LEA-level infrastructures designed to ensure that the CCSPP Implementation Project is guided by a leadership mechanism and system of shared governance that meaningfully engages all educational partners and stakeholders in ongoing community schools planning, implementation, and refinement. Site-level community schools governance is coordinated by the Merced County Special Education Community School Advisory Council and includes the participation of school

administrators, teachers, staff, parents, students, and key school community partners. At the LEA level, the MCOE Community Schools Leadership Team is composed of representatives from each Community School Advisory Council, district administrators, and representatives from key community partners. Throughout the CCSPP planning phase, the Advisory Council and Leadership Team engaged stakeholders through a multi-step needs and assets assessment process, and this experience will lay the groundwork for deeper needs and assets assessment, collaborative reflection, democratic decision-making, and data-driven continuous quality improvement throughout the five-year CCSPP Implementation Project period.

In addition to leveraging capacity through these existing local and LEA-wide governing bodies, the Merced County Special Education Community School Coordinator will work to foster shared governance, shared power, shared decision-making, and shared responsibility for the process of school transformation. The Community School Coordinator will (1) serve as Schelby's lead in establishing community school efforts over the five-year CCSPP Implementation Project period; (2) chair Merced County Special Education's Community School Advisory Council; (3) serve as the lead liaison to community organizations providing community school services to Schelby students; (4) coordinate new professional learning opportunities that build local capacity to implement the community schools model with fidelity; (5) coordinate parent and family engagement services in partnership with other Schelby School and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Schelby School and MCOE administrative personnel and an external evaluator; and (7) guide the Merced County Special Education Advisory Council in the frequent review of CCSPP Implementation Project evaluation reports to identify successes and improvement areas and continually refine community school services, strategies, and structures to best meet the needs of Schelby students and families.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Retain a highly qualified Community School Coordinator to chair the Community School Advisory Council and lead local efforts to implement the Community Schools initiative with fidelity.	During Year 2, the Community School Coordinator position continued to be filled by a Special Education Coordinator. Provide ongoing professional development and support to ensure the Community School Coordinator can effectively lead local Community Schools efforts.
Retain the school-level personnel necessary to ensure Schelby School has the capacity to implement the Community Schools initiative with fidelity, achieve project goals and outcomes, and sustain the Community Schools model beyond the CCSPP funding period.	During Year 2, a multilingual Family Service Liaison was retained to support students and families and connect them with local resources. During Year 2, a Teacher on Special Assignment was hired to oversee the Blooming Futures Initiative and support implementation of the CCSPP project. Provide ongoing professional development and training to ensure the Family Service Liaison and Teacher on Special Assignment can effectively support CCSPP implementation and related initiatives.

Key Staff/Personnel

Community Schools Coordinator (appointed Year 1)	The Community Schools Coordinator will (1) serve as Merced County Special Education's lead in establishing community school efforts over the five-year CCSPP Project period; (2) chair the Merced County Special Education Community School Advisory Council; (3) serve as Merced County Special Education's lead liaison to community organizations providing community school services to Merced County Special Education students; (4) coordinate new professional learning opportunities that build local capacity to implement the community school model with fidelity; (5) coordinate parent and family engagement services in partnership with other Merced County Special Education and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Merced County Special Education and MCOE administrative personnel and an external evaluator; and (7) guide the Leadership Team and Merced County Special Education Advisory Council in frequent review of CCSPP Project evaluation reports to identify successes and improvement areas and
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	continually refine community schools services, strategies, and structures to best meet the needs of Merced County Special Education students and families.
Farm to Fork Coordinator (hired, to start year 2)	A Teacher on Special Assignment (TOSA) will serve as the Farm to Fork Coordinator. The Farm to Fork Coordinator will be responsible for planning, establishing, and scaling across the county a high-quality Farm to Fork Program, which will be one of the centerpieces of Merced County Special Education's community schools initiative. The new Farm to Fork Program will increase opportunities for Merced County Special Education students to participate in hands-on extracurricular and co-curricular activities designed to increase student and family engagement, develop independent living skills, promote healthy nutrition and overall well-being, and foster community engagement.
Family Services Liaison (hired year 1)	The Family Services Liaison will work under the direction of the Community Schools Coordinator and support students and families by continuing to seek out community organizations that offer needed services, update the Community Partner Matrix, develop a referral process, refer students and families to appropriate community services, and assess student and family needs and develop resources to address those needs.
Student Advocate	The Family Services Liaison position was hired in place of a Student Advocate based on findings from the Year 1 Needs and Assets Assessment, which indicated that this role would better support the needs of students and families. The liaison provides direct connection to resources and strengthens family engagement within the community school framework. Based on this adjustment, the Student Advocate category will be removed from future implementation plans.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Schelby School and the Merced County Office of Education will complete Annual Performance Reports and additional assessment activities recommended by the S-TAC and the California Department of Education. These include the Capacity Building Strategies Developmental Rubric, the Whole Child and Family Supports Inventory, annual revisions of the Needs and Assets Assessment, and annual updates to the Implementation Plan. These evaluation efforts will inform the fidelity of community schools' implementation and guide data-driven continuous quality improvement.

MCOE's Community Schools Leadership Team and the Merced County Community School Advisory Council will convene three times each year to review evaluation findings and assess the project's fidelity of implementation and overall impact on Schelby School students and families. During the final meeting of each year, the Leadership Team and Advisory Council will engage stakeholders in identifying project strengths and areas for improvement and will determine actions to be implemented in the following year.

This comprehensive evaluation process—conducted at both the site and LEA levels—combined with ongoing collaborative reflection and continuous improvement, will ensure that CCSPP investments result in meaningful schoolwide transformation benefiting Schelby School students and families during and beyond the CCSPP funding period.

The Leadership Team and Advisory Council will also document the successes of the Merced County Special Education community school initiative and strategically share findings with community school partners and other stakeholders. By carefully documenting and communicating the impact of the CCSPP Project, MCOE and Schelby School will promote the integration of successful strategies, programs, and practices into local budgets to sustain efforts that demonstrate strong outcomes beyond the CCSPP grant period.

Project outcomes and impacts will also be shared with MCOE and Merced County Special Education community partners to encourage continued financial and in-kind support that sustains these community school efforts. Finally, the MCOE Community Schools Leadership Team will actively pursue additional resources and funding opportunities to cultivate diverse funding streams and braid available resources in support of the Merced County Special Education community schools initiative.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strategically cultivate community partnerships across a broad range of educational partners and community stakeholders who share a common vision to that of Merced County Special Education's community school initiative.	1. Regularly update the Community Schools Partnership Matrix to document established partnerships and identify prospective partnerships that may benefit Merced County Special Education's community school initiative. 2. Engage with both established and potential partners to encourage active participation in community school activities (e.g., Community Schools Leadership Team meetings and Advisory Council meetings) and determine how each partner can best leverage their expertise and resources to support Shelby students and families. 3. Encourage community school partners to utilize relationships within their own networks to assist Shelby School in identifying and securing additional community and countywide partnerships. 4. Establish formal partnership agreements with community partners that clearly define the partnership and outline each partner's commitments in supporting Shelby School's CCSPP project. 5. Review and revise partnership agreements annually to ensure they address emerging needs and service gaps identified through the needs and assets assessment process.
[Add goals here]	[Add action steps here]

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

As part of the community schools planning process, MCOE's Community Schools Leadership Team collaborated with Merced County Special Education's Community School Advisory Council to develop a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school partner. Throughout community schools implementation, Merced County Special Education and MCOE will continue to collaborate to frequently update this Partnership Matrix in order to define the commitments of each partner, effectively braid school community resources, and identify prospective new partnerships that could strengthen the community schools initiative.

Organization	Key Community School Roles and Responsibilities
Golden Valley Health Clinic	Provides MCOE parents and families with vaccination clinics that promote the health of our families.
Catholic Charities	A non-profit organization that supports community members in providing free food, clothing, and financial assistance for people in need.
Challenged Family Resource Center	Provides parent-to-parent support for children with special needs and their families through training, support groups, and services.
Central Valley Regional Center (CVRC)	Provides a wide array of services for students with disabilities; provides diagnosis and assessment of eligibility, services, and support.
Merced Elks Lodge 1240	Provides food resources and sponsors special events specifically for MCOE Special Education students and families.
El Capitan Hotel	Provides on the job work experience designed to develop housekeeping skills for students in transition classes.
Community Adult Programs for Special Education Students 22+	Provides adult services for students who have aged out of school (age 22), programs available are Kings View, Lloyds Day Program, CIWP, Enrichment Center, and The Haven.
Center of Vision Enhancement (COVE)	Provides services for students who are visually impaired that focus on daily living skills, assistive technology, community and state resources.
Merced College Disabled Student Services Program Information Session	Provides equal access to educational opportunities for students with disabilities. Provides reasonable accommodations to students with verified disabilities who are enrolled at Merced College. Provides informational trainings for parents and students who might be interested in attending Merced College.
Merced College Agriculture Department	Provides consultation, professional development, and training to support implementation of the Blooming Futures Farm-to-Fork initiative.
Multi-Cultural Arts Center	Provides arts and music education and enrichment services to students with disabilities both in the classroom and at center-based lessons.
Foster Youth Services Coordination Program	Provides information, services, job fairs, and college fairs that target foster youth.
Family Resource Council	Provides a training series of eight 2-hour modules for educators on "Caring for Children who Experience Trauma."

Truancy Prevention Program - District Attorney's Office	Supports MCOE schools with attendance training and support with the SARB process; assists with home visits as needed.
The Boys and Girls Club	Provides a venue to have monthly dances for MCOE special education students to socialize with students from other classrooms; provides equipment for students to practice daily living skills.
Dignity Health	Provides different doctors and/or specialists to present to MCOE nurses during quarterly meetings on various health topics; provides health fairs to families and students in the Merced Community.
Stepping Stones Nursery	Provides materials for the Blooming Futures Farm-to-Fork project
Lowes Home Improvement	Provides materials for the Blooming Futures Farm-to-Fork project
Home Depot	Provides materials for the Blooming Futures Farm-to-Fork project
Behavioral Health and Recovery Services	Provides individual counseling, help with obtaining psychiatric services, and assistance with Medi-Cal support; operate the CUBE drop-in center
Student Resiliency Center	Provides peer to peer support/social skills groups, recreational activities for youth, behavioral health services, help finding resources for food shelter, and clothing, provide snack and helps youth cope with stressors. Ages 12-18.
Family Resource Center	Family wellness child abuse prevention council meetings, connects and supports families and community partners, SOS, Re-direct a program to help families to prevent deeper involvement in the provatio/court system.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.



MCOE KICKOFF

SAVE *the* DATE

THURSDAY

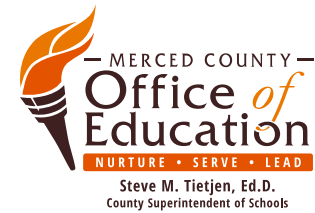
August 6, 2026

**8 AM-NOON
MERCED THEATRE**

DOORS OPEN AT 7:30 AM

2026-27

MERCED COUNTY SCHOOLS ACADEMIC CALENDAR

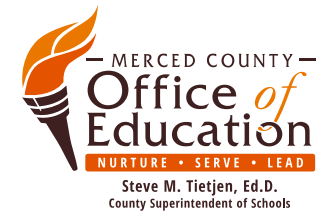


SCHOOL DISTRICTS	OPEN	THANKSGIVING	WINTER BREAK	OTHER NON-INSTRUCTIONAL DAYS	FEBRUARY RECESS	SPRING BREAK	LAST DAY
ATWATER ELEMENTARY	8/12	11/23-27	12/18-1/1		2/15-19	3/26-4/2	6/4
BALICO-CRESSEY ELEMENTARY	8/12	11/23-27	12/21-1/1	9/8, 1/19	2/15-19	3/29-4/2	6/2
DELHI UNIFIED	8/4	11/23-27	12/21-1/8	11/2, 1/11	2/12-15	3/26-4/2	5/28
DOS PALOS-ORO LOMA JOINT UNIFIED	8/11	11/23-27	12/21-1/8	10/2, 3/12	2/12, 2/15	3/29-4/2	6/4
EL NIDO ELEMENTARY	8/6	11/23-27	12/21-1/8	10/5	2/15-19	3/26-4/2	6/3
GUSTINE UNIFIED	8/12	11/23-27	12/21-1/4	10/21, 1/5	2/15-19	3/26-4/2	6/4
HILMAR UNIFIED	8/13	11/23-27	12/21-1/1	10/5, 1/4	2/11-16	3/26-4/2	6/3
LE GRAND UNION ELEMENTARY	8/6	11/23-27	12/21-1/8	10/5, 11/2	2/15-19	3/26-4/2	6/4
LE GRAND UNION HIGH	8/5	11/23-27	12/21-1/8	10/19	2/15, 2/16	3/26-4/2	5/27
LIVINGSTON UNION ELEMENTARY	8/11	11/23-27	12/18-1/1	10/9	2/15-19	3/26-4/2	6/2
LOS BANOS UNIFIED	8/12	11/23-27	12/21-1/8		2/8, 2/15	3/22-3/29	6/4
LOS BANOS - SAN LUIS HIGH & CROSSROADS A.E.C	7/15	11/23-27	12/21-1/8		2/22-26	4/12-4/16	6/2
MCSWAIN UNION ELEMENTARY	8/12	11/23-27	12/18-1/1		2/15-19	3/26-4/2	6/2
MERCED CITY ELEMENTARY	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3
MERCED RIVER UNION ELEMENTARY	8/6	11/23-27	12/21-1/1	10/16, 4/30	2/15-19	3/26-4/2	6/3
MERCED UNION HIGH	8/12	11/23-27	12/21-1/1	12/18	2/15-19	3/26-4/2	6/3
PLAINSBURG UNION ELEMENTARY	8/13	11/23-27	12/21-1/5		2/15-19	3/26-4/2	6/4
PLANADA ELEMENTARY	8/10	11/23-27	12/21-1/8		2/15-19	3/29-4/2	6/3
SNELLING-MERCED FALLS UNION ELEMENTARY	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3
WEAVER UNION (YEAR ROUND)	7/23	11/23-27	12/18-1/4	10/19-10/30	2/15-26	3/26-4/2	6/4
WINTON	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3

All Schools Closed: Independence Day **July 3** | Labor Day **Sept. 7** | Veteran's Day **Nov. 11** | Christmas Day **Dec. 25** | ML King Day **Jan. 18** | Memorial Day **May 31** | Juneteenth **June 18**

2026-27

MERCED COUNTY SCHOOLS ACADEMIC CALENDAR



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	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/26-4/2	6/4
MERCED SCHOLARS -NON-CLASSROOM-BASED	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/26-4/2	6/4
MERCED SCHOLARS SCHOOL (MDLA)	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/26-4/2	6/4
HEAD START							
Please visit www.mcoe.org/headstart							
SPECIAL EDUCATION SCHOOLS:							
ATWATER	8/12	11/23-27	12/18-1/1	10/30, 1/27	2/15-19	3/26-4/2	6/4
DELHI	8/12	11/23-27	12/21-1/8		2/12, 2/15	3/26-4/2	6/3
DOS PALOS	8/12	11/23-27	12/21-1/6	10/2	2/12, 2/15	3/26-4/2	6/4
GUSTINE (ROMERO)	8/12	11/23-27	12/21-1/4	10/21	2/15-19	3/26-4/2	6/4
LE GRAND ELEMENTARY (PRESCHOOL)	8/12	11/23-27	12/21-1/6		2/15-19	3/26-4/2	6/4
LIVINGSTON (SELMA HERNDON)	8/12	11/23-27	12/18-1/1	10/9	2/15-19	3/26-4/2	6/3
LOS BANOS	8/12	11/23-27	12/21-1/8		2/8, 2/15	3/22-29	6/4
SCHELBY & HOPETON	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3
MERCED (MUHSD & MCSO)	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3
WINTON	8/12	11/23-27	12/18-1/4		2/15-19	3/26-4/2	6/3
VALLEY COMMUNITY SCHOOLS:							
ATWATER (LEE ANDERSEN)	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/26-4/2	6/4
JUVENILE HALL	8/12	11/26-27	12/24-25	10/26	2/8, 2/15		6/29
LOS BANOS	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/22-3/26	6/4
MERCED (WARDROBE)	8/12	11/23-27	12/21-1/4	10/26	2/15-19	3/26-4/2	6/4
HIGHER EDUCATION							
MERCED COMMUNITY COLLEGE	8/24	11/26-27	12/25-1/1		2/12, 2/15	3/26	5/1
UNIVERSITY OF CALIFORNIA – MERCED	8/26	11/26-27	12/18-1/11		2/15	3/22-25	5/14

All Schools Closed: Independence Day **July 3** | Labor Day **Sept. 7** | Veteran's Day **Nov. 11** | Christmas Day **Dec. 25** | ML King Day **Jan. 18** | Memorial Day **May 31** | Juneteenth **June 18**
MCOE Board Agenda Packet 6.15.2026

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Revised 6/8/2026

Merced County Board of Education

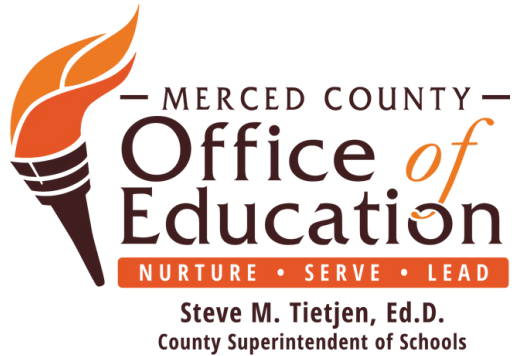
Business Items for Action



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

MCOE Board Agenda Packet 6.15.2026

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Local Control and Accountability Plan Adoption

Board Meeting
June 15, 2026

Thorington Office
1640 N. St Suite 230
Merced, CA 95341
mcoe.org

2026–27 LCAP & Budget Overview for Parents

Board Approval Requested

Board Action Requested

- Adopt the 2026–27 Local Control and Accountability Plan (LCAP)
- Adopt the 2026–27 LCFF Budget Overview for Parents
- Authorize submission to the Merced County Office of Education and California Department of Education

LCAP Priorities

- Academic Achievement
- School Climate & Student Support
- Attendance & Student Engagement



2026–27 LCAP & Budget Overview for Parents

Board Approval Requested

Board Action Requested

- Adopt the 2026–27 Local Control and Accountability Plan (LCAP)
- Adopt the 2026–27 LCFF Budget Overview for Parents
- Authorize submission to the Merced County Office of Education and California Department of Education

LCAP Priorities

- Academic Achievement & Student Growth
- Student Engagement & School Climate
- College, Career, and Postsecondary Readiness



2026–27 Local Control and Accountability Plan (LCAP)

Board Approval Requested

Board Action Requested

- Adopt the 2026–27 MCOE Student Programs LCAP
- Authorize submission to the California Department of Education
- Continue implementation of actions and services supporting alternative education students

LCAP Priorities

- Academic Achievement & Student Growth
- Student Engagement, Attendance & School Climate
- College, Career & Transition Readiness
- Integrated Student Supports & Intervention Systems





Adopted Budget

Fiscal Year 2026-2027

Presented by Martin Fregoso, Deputy Superintendent - Business Services

Public Hearing held on June 8, 2026

The 2026-2027 Budget may be found on our website:

https://drive.google.com/file/d/18aLZOaUGL6oP9pLwXCJVsUeS4CWkTGcx/view?usp=drive_link

Merced County Board of Education

Geneva Brett, Chairperson
Ryan Heller, Vice Chairperson
Dennis Hanks, Member
Frank Fagundes, Member
VACANT, Member



Resolution No. 2026-17

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
MERCED COUNTY OFFICE OF EDUCATION
AUTHORIZING THE SALE OR DISPOSAL OF SURPLUS PROPERTY**

Furniture, Equipment, Vehicle and Other Surplus Properties

WHEREAS, the Merced County Office of Education (MCOE) finds that the furniture, equipment, vehicles, and other surplus properties on the attached list are obsolete, damaged, or are no longer needed for the MCOE's educational programs; and

WHEREAS, the property to be sold has been approved for sale or disposal by the assistant superintendent of the MCOE department requesting the disposal of the property; and

WHEREAS, no item on the list has a value greater than \$25,000 and therefore no appraisal is needed per Education Code Sections 1279; and

NOW, THEREFORE, BE IT RESOLVED, DETERMINED AND ORDERED by the Merced County Board of Education of the MCOE as follows:

- Section 1. That the above recitals are true and correct.
- Section 2. That the Merced County Board of Education hereby declares the Property as surplus.
- Section 3. That the Merced County Board of Education directs the County Superintendent or Deputy Superintendent of Business Services to conduct or supervise the sale of these items and other surplus property authorized by MCOE assistant superintendents, subject to the terms of MCOE's standard surplus property procedures. Items that are not sold are authorized to be disposed of in the Merced County landfill or donated to another school district, public agency, or charitable organization, as applicable.

ADOPTED, SIGNED, AND APPROVED this 15th day of June, 2026.

Geneva Brett, Chairperson
Merced County Board of Education

I, Steve M. Tietjen, Secretary of the Governing Board of the Merced County Office of Education, do hereby certify that the foregoing Resolution was adopted by the Board of Education of said County Office at a meeting of the Board of Education held on the 15th day of June 2026, and it was so adopted by the following vote:

AYES: NOES: ABSTAIN: ABSENT:

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

Exhibit “A”

**Sale/Disposal List
Quarterly Report
June 27, 2026**

1. Variety of desks and tables, other furniture items
2. File cabinet(s)
3. Miscellaneous chairs
4. Miscellaneous gardening equipment
5. Assorted boxes of miscellaneous items
6. Vehicles

Merced County Board of Education

Geneva Brett, Chairperson
Ryan Heller, Vice Chairperson
Dennis Hanks, Member
Frank Fagundes, Member
VACANT, Member



Resolution No. 2026-18

**DETERMINING HOW THE MONEY RECEIVED FROM
THE EDUCATION PROTECTION ACCOUNT (2026-2027)
IS 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 (sunsetting 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 15, 2026;
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 15, 2026.**

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

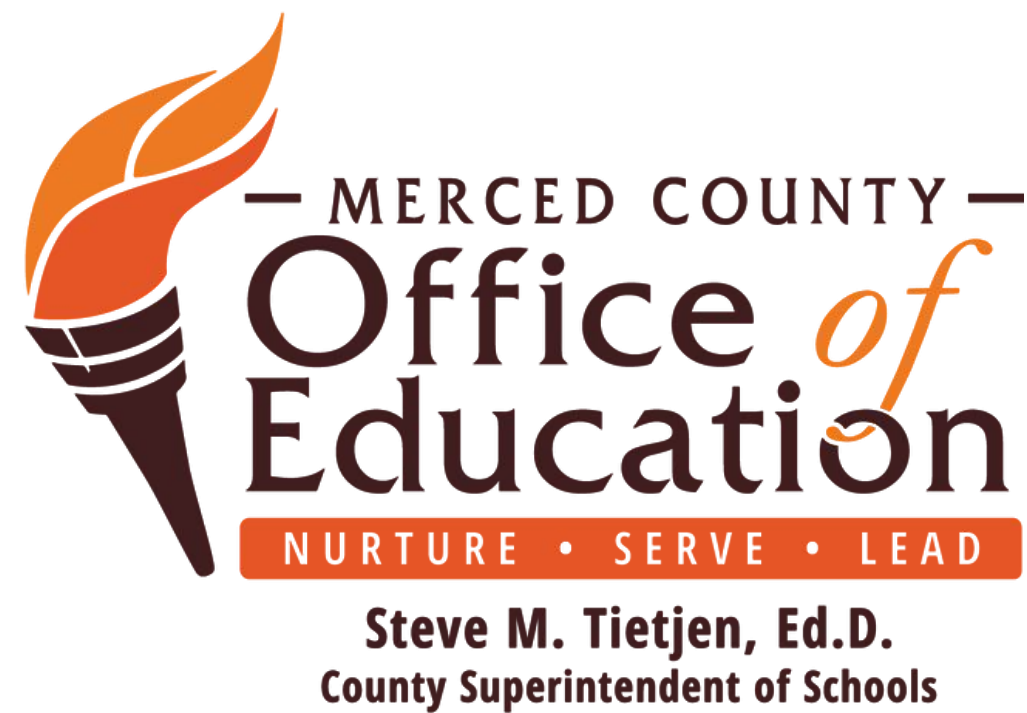
Board Member – **Geneva Brett**, Chairperson

Board Member – **Ryan Heller**, Vice Chairperson

Board Member – **Dennis Hanks**

Board Member – **Frank Fagundes**

Board Member – **VACANT**



Merced Scholars Charter School (MSCS)

Staff Report and Response

June 15, 2026 Public Hearing

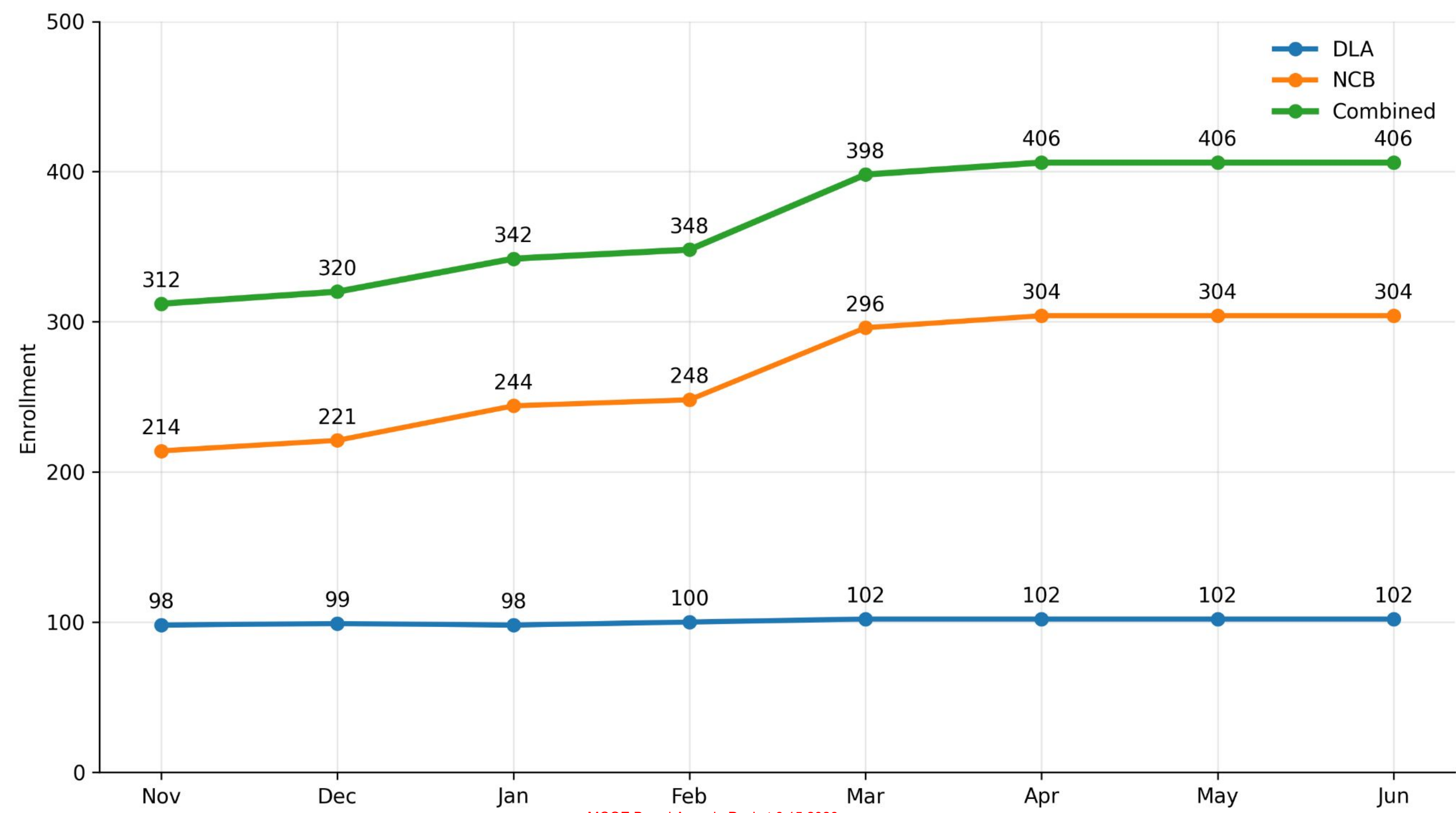
Merced Scholars Charter School

- Staff Report Process–CCAP consultants
- Suspension and Expulsion Offenses
- Impact Statement
- Middle Performing Renewal Tier
- Fiscal Outlook
 - Conservative Projections in MYP
 - Strategically Addressing Enrollment
 - Reduced Costs at Site



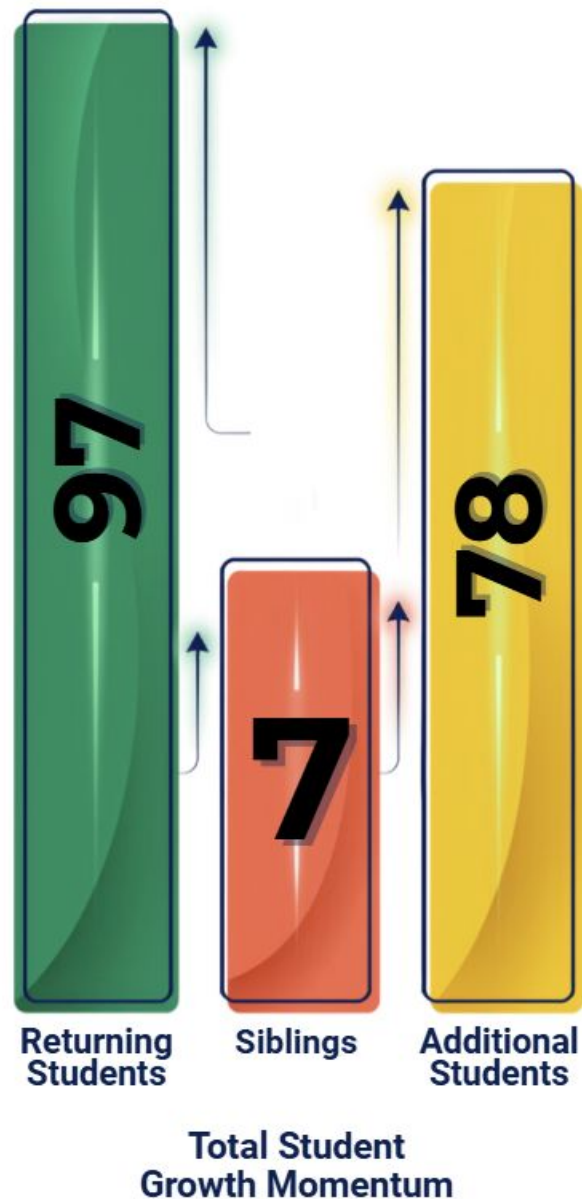
Past Year Enrollment Trends

Merced Scholars Enrollment 2025-2026



Enrollment Estimates 2026-2027

DLA Student Growth Overview



- Leadership Realignment
- 169 Students pre-enrolled at MDLA (including returning)
- Public Random Drawing for TK Students (Waitlist of 13 Students)
- Combination Classes
- “80%” Rule for opening new classes
- Reducing Summer “Melt”
- Some Remaining Slots in 1st and 2nd Grade
- 265 Estimated Returning MSCS-NCB Atwater/LB



Recommendation for Renewal

MCOE Policy 0420.42 Outlines our Charter Renewal Process

- Middle Performing Tier
- Address Recommendations through MOU process
- Recommendation: 5 year renewal for Merced Scholars Charter School



To: The Merced County Board of Education

From: California Charter Authorizing Professionals

Subject: Committee Report Regarding the Merced Scholars Charter School Renewal Charter Petition

Date: May 28, 2026

The Merced County Office of Education (MCOE) contracted with California Charter Authorizing Professionals (CCAP) to provide a comprehensive review of all aspects of the renewal petition from its county-sponsored (and locally funded) Merced Scholars Charter School (MSCS) submitted April 24, 2026, and to produce a report documenting any findings of fact. This comprehensive review explicitly excludes a determination of fiscal viability; MCOE staff will submit any statements regarding its fiscal analysis as an addendum to this report. This Renewal Report provides review details and findings of fact related to the renewal requirements outlined in California Education Code (EC) § 47605(b).

I. EXECUTIVE SUMMARY

The comprehensive review of the Merced Scholars Charter School (MSCS) renewal petition finds that the school presents a clear and complete petition, demonstrates compliance with EC § 47605, and maintains a stable operational structure under the governance of the Merced County Board of Education. Academic performance places MSCS in the **Middle Performing** renewal tier, with Dashboard data showing a mixed but improving trajectory. While English Language Arts (ELA) and Mathematics remain below state averages, both indicators show recent gains after several years of decline. Science, English Learner Progress, and College/Career Readiness demonstrate notable improvement, and graduation rates, suspension rates, and assessment participation reflect consistent strengths. Chronic absenteeism has improved significantly since 2023, though disparities persist for some student groups.

The school continues to serve a student population that closely mirrors county socioeconomic demographics and enrolls a comparatively higher proportion of students with disabilities, indicating that MSCS is serving all pupils who wish to attend. No governance or operational deficiencies were identified as part of this review, and no concerns were raised under the “not serving all pupils” standard, although County Office staff indicate there is a pending related complaint. The petition includes required assurances, a valid certification of completion, and necessary updates that align with current statutory requirements. Areas requiring minor clarification do not rise to the level of material deficiencies and do not impede renewal eligibility.

Based on the totality of evidence, including academic performance trends, student group outcomes, operational compliance, and adherence to statutory requirements, **the Merced Scholars Charter School renewal petition likely meets the requirements for renewal.** As a Middle Performing school, MSCS is eligible for a **five-year renewal term**, and this review finds no substantial basis for denial under EC §§ 47605, 47607, or 47607.2.

II. BACKGROUND

MSCS is a locally funded hybrid program that offers students a range of opportunities and services through both independent study and classroom-based instruction. The school serves approximately 300 students in grades K-12, with a student population that closely mirrors district and county socioeconomic levels. Nearly 80% of students are identified as socio-economically disadvantaged. The school enrolls far fewer English Learners than local and state averages and serves a slightly higher share of homeless youth and students with disabilities than the district.

The primary office is located at 1640 N Street in Merced, with additional non-classroom-based resource centers in Atwater and Los Banos. The Dual Language Academy operates at 1850 Wardrobe Avenue in Merced. MSCS began serving students on August 16, 2004, and has successfully renewed each five-year term (2009, 2014, and 2019). The current renewal term was extended through July 1, 2026, under EC § 47607.4. This renewal petition requests a new charter term from July 1, 2026, through June 30, 2031.

III. CHARTER RENEWAL LEGAL STANDARDS

Timeline

In compliance with EC § 47605(b), the Merced County Board of Education (MCBOE) will hold a public hearing on the provisions of the charter to consider the level of support for the petition by teachers employed by the MCBOE, other employees, and

parents. EC § 47605(b) requires that the MCBOE conduct a second public hearing and render its decision on the request within 90 days of receipt of a petition certified complete, unless both parties agree to an extension. The authorizing board must publish all staff recommendations, including the recommended findings, at least 15 days prior to the determination hearing.

Traditional Charter Renewal

California charter school renewal petitions are reviewed against the applicable standards and criteria established in EC §§ 47607 and 47607.2. Renewals are governed by the standards and criteria in EC § 47605, including consideration of any new requirements of charter schools enacted into law after the charter was originally granted or last renewed. When a renewal petition includes a proposed expansion to additional sites or grade levels, the school must request a material revision, which is evaluated under EC § 47605 standards, including an evaluation of the impact of the proposed change. The findings in paragraphs (7) and (8) of subdivision (c) of EC § 47605 warranting denial of a petition (community interest and fiscal impact) may not be used to deny renewal of an existing charter school. They may, however, be used to deny a material revision such as a proposed expansion.

Under EC §§ 47607 and 47607.2, the authorizing board must consider schoolwide and numerically significant pupil student group performance on state and local indicators in the evaluation rubrics adopted pursuant to EC § 52064.5. For a school that does not have Dashboard Alternative School Status (DASS) and that meets the Middle Performance Criteria described below, the authorizing board is required under EC § 47607.2(b) to give relatively greater weight to academic performance measurements on statewide assessments.

Description of Renewal Criteria and Standards

Data Indicators for Renewal Evaluation

The California Dashboard displays academic and non-academic outcomes. Academic Indicators include state English-Language Arts (ELA), Mathematics, Science, English Learner Progress, and College/Career Readiness Indicators. These indicators are used to determine a traditional charter school's renewal track.

- **Middle Performance Criteria:** Schools are placed in this tier when they meet neither the criteria for presumptive renewal based on *high performance* status nor for presumptive non-renewal based on *low performance* status.
- **High Performance Criteria:** Schools are placed in this tier when they have earned all blue and green Dashboard indicators or have outperformed statewide results on specific academic indicators, All Students, and for applicable student groups. There is a presumption that the school will be renewed.

- **Low Performance Criteria:** Schools are placed in this tier when they have earned all red and orange Dashboard indicators or are performing below statewide results on specific academic indicators, All Students, and at the student group level. There is a presumption that the school will not be renewed. Specific requirements must be met for the charter to be renewed.

Student group data comparisons with statewide results are not factored into renewal tier placement when that specific group's statewide performance exceeds the state's overall student performance. In the previous two Dashboard years, the performance of White, Asian, Filipino, and Two or More Races student groups on academic indicators exceeded the statewide performance and is therefore not factored in.

Non-Academic Indicators are described as Academic Engagement and Conditions & Climate. Engagement indicators include K-8 Chronic Absenteeism and 9-12 Graduation Rate. The Suspension Rate measures Conditions and Climate.

All other renewal criteria, findings, and procedural requirements in EC §§ 47605, 47607, and 47607.2 remain fully applicable, including:

- The requirements and procedures outlined in EC § 47605;
- Schoolwide and student group performance on the applicable metrics (where data are available);
- The EC § 47607(e) fiscal, governance, and “not serving all pupils” findings (with 30-day notice and opportunity to cure); and
- The applicable renewal term options:
 - o High Performing - The authorizing Board has the discretion to approve a five-, six-, or seven-year term.
 - o Middle Performing - The authorizing Board may only approve a five-year term.
 - o Low-Performing - The authorizing Board shall not renew the petition unless it makes specific findings in accordance with EC § 47607.2(a)(4), in which case it can approve a two-year term.

IV. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

Renewal Tier: Middle Performing

Does the evidence demonstrate that the Charter School, despite its Middle Performance designation, has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, and that closure of the charter school is in the best interest of

pupils with greater weight applied to schoolwide academic performance measurements and the performance of all numerically significant student groups?
No
Is there evidence supporting a two-year renewal term, despite presumptive non-renewal for a <u>Low-Performance</u> designation, based on the Charter School • Taking meaningful steps to address the underlying cause or causes of low performance, and • Demonstrating measurable increases in academic achievement or strong postsecondary outcomes?
Not applicable
Is there evidence aligned with academic performance that will support a renewal term of six or seven years for a <u>High-Performance</u> designation, as opposed to a standard five-year term?
Not applicable

In consideration of EC § 47607.2(b) and as an important part of the analysis for charter renewal of a Middle Performance tier charter school, the following data reflect a mixed performance profile, with evidence of both growth and areas where outcomes remain below statewide performance levels. The analysis provides a basis for evaluating the extent to which the school has met, improved, or failed to meet pupil academic achievement expectations across state and local indicators.

Analysis of State Academic Performance Outcomes

Based on the Spring 2024 and Spring 2025 California Dashboard comparison of academic indicators to statewide results, Merced Scholars Charter School was classified as Middle Performing. Under EC § 47607(c)(2), renewal determinations for schools in this category **are not** based solely on absolute performance levels, but also include consideration of longitudinal data, student group performance, and whether closure would be “in the best interest of pupils” as described in EC § 47607.2(b).

English Language Arts (ELA)

ELA performance at Merced Scholars Charter School remains below the state average across all reported student groups in both 2024 and 2025, with schoolwide distance from standard (-44 to -33.8) improving but still trailing statewide results (-13.2 to -8.1). Longitudinal data show a decline in performance from 2019 through 2024, followed by a partial rebound in 2025, indicating recent improvement after multiple years of

decreasing outcomes. Socioeconomically disadvantaged students follow a similar trajectory, with gains in 2025 but continued performance below statewide levels. Hispanic student performance has declined over time, with a further drop in 2025 relative to 2024.

Two-Year English Language Arts Comparison to Statewide

Source: California Dashboard

Groups	Charter Spring 2024	State Spring 2024	At, Above, Below	Charter Spring 2025	State Spring 2025	At, Above, Below
All Students	-44 points	-13.2 points	Below	-33.8 points	-8.1 points	Below
Socio-economically Disadvantaged	-45.4 points	-40.9 points	Below	-38.5 points	-35.3 points	Below
Hispanic	-40 points	-39.3 points	Below	-43.3 points	-33.7 points	Below

Multi-Year English-Language Arts Distance from Standard Performance

Source: California Dashboard

	2019	2022*	2023	2024	2025
All Students	-20 points	-22.5 points	-35.1 points	-44.5 points	-33.8 points
Socioeconomically Disadvantaged	-11.9 points	-19.8 points	-44.5 points	-45.4 points	-38.5 points
Hispanic	-24.1 points	-23.3 points	-33.9 points	-40 points	-43.3 points

**Data was not reported in 2021.*

Math

Math performance at Merced Scholars Charter School remains significantly below the state average across all student groups in both 2024 and 2025, with schoolwide distance from standard improving from -134.2 to -116.8 but still far below statewide results (-47.6 to -42.4). Longitudinal data show a substantial decline in performance from 2019 through 2024, followed by modest improvement in 2025, indicating recent gains after several years of worsening outcomes. Socioeconomically disadvantaged and Hispanic students reflect similar trends, with slight year-over-year improvement but persistent

and wide gaps compared to statewide performance. Overall, despite incremental progress, math outcomes remain a critical area of need due to the magnitude and persistence of low performance levels.

Two-Year Math Indicator Comparison to Statewide

Source: California Dashboard

Groups	Charter Spring 2024	State Spring 2024	At, Above, Below	Charter Spring 2025	State Spring 2025	At, Above, Below
All Students	-134.2 points	-47.6 points	Below	-116.8 points	-42.4 points	Below
Socio-economically Disadvantaged	-131.6 points	-78.2 points	Below	-119.2 points	-72.9 points	Below
Hispanic	-140.5 points	-79.2 points	Below	-128.4 points	-73.6 points	Below

Multi-Year Math Distance from Standard-Performance

Source: California Dashboard

	2019	2022*	2023	2024	2025
All Students	-20 points	-22.5 points	-35.1 points	-44.5 points	-33.8 points
Socioeconomically Disadvantaged	-11.9 points	-19.8 points Low	-44.5 points	-45.4 points	-38.5 points
Hispanic	-24.1 points	-23.3 points	-33.9 points	-40.0 points	-43.3 points

**Data was not reported in 2021.*

English Learner Progress Indicator (ELPI)

English Learner Progress Indicator (ELPI) outcomes at Merced Scholars Charter School show substantial improvement from 30.8% in 2024 to 45.5% in 2025, bringing performance within one percentage point of the statewide rate (46.4%). Despite remaining slightly below statewide results in both years, the gap narrowed significantly,

indicating accelerated progress. Longitudinal data show some fluctuation: a decline in 2024 following prior gains, followed by a strong rebound in 2025, resulting in the highest performance level reported. Overall, ELPI represents a notable area of growth and relative strength compared to other academic indicators.

Two-Year English Learner Progress Indicator Comparison to Statewide

Source: California Dashboard

Groups	Charter Spring 2024	State Spring 2024	At, Above, Below	Charter Spring 2025	State Spring 2025	At, Above, Below
English Learners	30.8%	45.7%	Below	45.5%	46.4%	Below

Multi-Year English Learner Progress Indicator Performance

Source: California Dashboard

Groups	2019	2022	2023	2024	2025
English Learners	No Data Available	38.7%	40.9%	30.8%	45.5%

Science (CAST)

Science results show a change in performance between the two years reported. While 2024 results were below statewide results, 2025 results indicate performance at or above the statewide level for certain student groups, including socioeconomically disadvantaged and Hispanic students. Schoolwide results remain slightly below the statewide. This pattern suggests relative strength in science compared to other academic areas, as well as evidence of improvement over time. The Science indicator is new to the California Dashboard, with its first year of reporting in 2024.

Two-Year Science Indicator Comparison to Statewide

Source: California Dashboard

Groups	Charter Spring 2024*	State Spring 2024*	At, Above, Below	Charter Spring 2025	State Spring 2025	At, Above, Below
All Students	-19.7 points	-13.5 points	Below	51.2 points	52.6 points	Below
Socio-economically Disadvantaged	-19.9 points	-19.1 points	Below	49.6 points	47.1 points	Above

Hispanic	-21.3 points	-19.3 points	Below	52 points	47.1 points	Above
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*No performance color was assigned in 2024

College and Career Indicator (CCI)

The percentage of students meeting college- and career-readiness criteria increased from 21.2% to 29%, but remains below the statewide rate (51.7%). Longitudinal data show growth from earlier years (e.g., 10% in 2019), indicating a positive trajectory, although current performance levels remain comparatively low.

Two-Year College/Career Indicator Comparison to Statewide

Source: California Dashboard

Groups	Charter Spring 2024	State Spring 2024	At, Above, Below	Charter Spring 2025	State Spring 2025	At, Above, Below
All Students	21.2%	45.3%	Below	29%	51.7%	Below

Multi-Year College/Career Indicator-Percent Prepared

Source: California Dashboard

	2019	2022	2023	2024	2025
All Students	10%	Not reported	8.8%	21.2%	29%
Socioeconomically Disadvantaged	11.1%	Not reported	7.4%	20%	26.9%
Hispanic	7.1%	Not reported	8.7%	20%	32%

Student Group Considerations

The school serves a student population that includes a high proportion of socioeconomically disadvantaged and Hispanic students. Across indicators, these student groups generally mirror schoolwide trends: performance below statewide averages with incremental improvement over time. In science, student group performance exceeds the statewide results, representing a deviation from patterns observed in ELA and Mathematics.

Analysis of Additional Outcomes

2025 State Assessment Participation Rates

In 2025, Merced Scholars Charter School met or exceeded the 95% assessment participation threshold in ELA (97%), Math (97%), and ELPAC (100%), demonstrating

strong overall assessment participation. However, participation gaps were evident in ELA for Students with Disabilities (93%) and White students (94%).

2025 State Assessment Participation Rates

Source: California Dashboard Additional Reports

	Overall	Student Groups Below 95%
ELA	97%	Disabilities 93% White 94%
Math	97%	Not Applicable
ELPAC	100%	Not Applicable

Graduation Rate

Graduation rates at Merced Scholars Charter School increased dramatically from 2022 levels to a peak of 100% in 2023, followed by slight declines in 2024 and 2025, with All Students maintaining high outcomes at 97% and 96.8% (Blue). Student group performance mirrors this strong trend, with Socioeconomically Disadvantaged and Hispanic student groups reaching 100% in 2023 and sustaining high graduation rates above 96% thereafter.

Multi-Year Graduation Rate

Source: California Dashboard

	2019	2022	2023	2024	2025
All Students	80%	78.6%	100%	97%	96.8%
Socioeconomically Disadvantaged	77.8%	77.3%	100%	96.7%	96.2%
Hispanic	85.7%	88.9%	100%	96.7%	96%

Suspension Rate

Suspension rates at Merced Scholars Charter School remained extremely low across all years, with All Students increasing slightly from 0% (Blue) in 2023-24 to 0.5% (Green) in 2025, indicating continued strong school climate and behavior supports. All student groups maintained similarly low rates, with Students with Disabilities and White students at 0% (Blue) across all years, and only minimal increases among

Socioeconomically Disadvantaged and Hispanic students in 2025 that still reflect favorable outcomes.

Multi-Year Suspension Rate

Source: California Dashboard

	2023	2024	2025
All Students	0% Blue	0% Blue	0.5% Green
Socioeconomically Disadvantaged	0% Blue	0% Blue	0.6% Green
Students with Disabilities	0% Blue	0% Blue	0% Blue
Hispanic	0% Blue	0% Blue	0.7% Green
White	0% Blue	0% Blue	0% Blue

Chronic Absenteeism

California Dashboard TK-8 chronic absenteeism data for Merced Scholars Charter School declined from 2023 to 2024 and stabilized in 2025, with All Students improving from 36.6% to 16% and maintaining a Yellow status, reflecting strong overall progress. While the Socioeconomically Disadvantaged and Students with Disabilities student groups followed this trend, the Hispanic student group showed an uptick to 19.5% in 2025 (Orange).

Multi-Year Chronic Absenteeism (Grades TK-8)

Source: California Dashboard

	2023	2024	2025
All Students	36.6%	16.6%	16%
Socioeconomically Disadvantaged	38.5% Yellow	17.1% Yellow	15.7%
Students with Disabilities	40.7%	16.7%	15.4%
Hispanic	37.3%	17.6%	19.5%

TK-12 chronic absenteeism data reveal similar results from 2023 to 2025. All Students declined from 31.1% in 2023 to 12.0% in 2025, reflecting sustained progress in re-engagement and access to instruction. Socioeconomically Disadvantaged students mirrored this trend, improving from 31.9% to 12.1%, while Students with Disabilities demonstrated the strongest gains, decreasing from 45.7% to 8.7% over the same period.

Most student groups maintained these positive trajectories through 2025. English Learners improved sharply from 2023 to 2024 but rose again to 15.6% in 2025, indicating a need for continued targeted support. Hispanic/Latino students also improved substantially from 2023 but experienced a slight increase from 13.4% to 13.7% in 2025. White students' chronic absenteeism demonstrated consistent and significant improvement, declining from 28.1% to 4.5% by 2025.

Overall, the TK-12 data reflect strong multi-year reductions in chronic absenteeism for nearly all student groups, albeit with continued attention needed for English Learners and Hispanic/Latino students to sustain gains and close remaining gaps.

Multi-Year Chronic Absenteeism (Grades TK-12)

Source: Data Quest Absenteeism Data

	2023	2024	2025
All Students	31.1%	12.5%	12.0%
Socioeconomically Disadvantaged	31.9%	12.9%	12.1%
Students with Disabilities	45.7%	11.9%	8.7%
English Learners	40.0%	10.7%	15.6%
Asian	No Data	0.0%	0.0%
Hispanic or Latino	32.1%	13.4%	13.7%
White	28.1%	10.0%	4.5%

Synthesis of Performance Trends

Overall, California Dashboard outcomes for Merced Scholars Charter School show improving trends over time, though performance remains below the statewide average for All Student and Student Group averages in several key academic areas.

1. Academic performance (ELA and Math) remains below state averages across all student groups, with ELA showing moderate improvement and math demonstrating incremental gains that still reflect a substantial need for improvement.
2. ELPI, Science, and College/Career Readiness show more positive momentum, including strong gains in English learner progress, improving college and career readiness, and Science outcomes that meet or exceed the statewide results for some student groups.

3. Student group trends generally mirror schoolwide performance, with incremental improvement over time. The Hispanic student group outcomes show inconsistencies in ELA and chronic absenteeism.
4. School climate and engagement indicators are relative strengths, including high graduation rates, very low suspension rates, strong assessment participation overall, and significantly improved, though not fully resolved, chronic absenteeism.

Taken together, these results indicate that while the school is making steady progress and demonstrates strengths in several areas, continued focus on improving core academic outcomes, particularly in mathematics, and addressing student group disparities will be critical for meeting state performance expectations.

Are there serious governance or fiscal concerns that have been properly noticed by the authorizing board, AND has the Charter's corrective action plan been unsuccessful, or are the violations severe enough that the plan is unlikely to be viable? (EC § 47607(e))

No (Governance Only)

MSCS operates as a county-sponsored, locally funded charter authorized by the MCBOE under EC § 47605.6.

Governance Review

As a charter administered by the MCOE, MSCS does not have a separate nonprofit governing board, bylaws, articles of incorporation, or an independent conflict-of-interest code. Instead, the MCBOE serves as the school's governing body, retaining all statutory roles and responsibilities (EC §§ 1040-1047), while the County Superintendent oversees operations and employees. Governance, including policy adoption, Brown Act compliance, public meetings, and oversight, follows existing MCBOE procedures.

The absence of separate governance documents (e.g., standalone bylaws, nonprofit filings, or a school-specific board) is appropriate for a county-sponsored charter, where the authorizer's governing structure and policies govern the school.

Based on cumulative enrollment patterns, attrition rates (including mid-year and inter-year departures disaggregated by student groups), and associated academic performance data as required under EC § 47607(d), does the charter school appear to be serving all pupils who wish to attend?

Date Board Approved Notice:
Not applicable

Date Notice Delivered:
Not applicable

Yes

In 2025-26, Merced Scholars Charter School continues to serve a socioeconomically similar population to Merced City Elementary and Merced County, with 79.6% of students identified as socioeconomically disadvantaged, closely aligned with local rates and well above the state average (63.1%).

Demographic Data Analysis

The school enrolls a lower proportion of English Learners (7.7%) than Merced County and statewide averages. The charter reports no foster youth or migrant education students and serves a slightly lower percentage of homeless youth (0.7%) relative to county and state levels. Students with disabilities remain a comparatively higher proportion of enrollment (15.7%) than district, county, and state averages, indicating a sustained concentration of students requiring special education services. Overall enrollment has fluctuated modestly over time, increasing in prior years before a slight decline to 299 students in 2025-26, with student group patterns remaining generally stable across recent cohorts.

MSCS Schoolwide and Student Group Enrollment Trends

Student Groups	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English Learners	6.2%	13.0%	7.5%	8.1%	7.5%	7.7%
Foster Youth	1.9%	1.5%	0.7%	0.0%	0.0%	0.0%
Homeless Youth	0.0%	1.1%	1.1%	0.0%	2.4%	0.7%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	14.2%	10.7%	19.2%	15.5%	16.5%	15.7%
Socioeconomically Disadvantaged	79.0%	82.6%	81.5%	89.2%	79.9%	79.6%
All Students	162	270	281	297	334	299

MSCS 2025-26 Schoolwide and Student Group Enrollment

Groups	Merced Scholars	Merced City Elementary	Merced County	State of California
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	2025-26			
English Learners	7.7%	15.4%	20.9%	16.2%
Foster Youth	0.0%	0.7%	0.5%	0.5%
Homeless Youth	0.7%	0.5%	2.3%	3.8%
Migrant Education	0.0%	1.8%	2.6%	0.8%
Students with Disabilities	15.7%	11.4%	13.5%	14.8%
Socioeconomically Disadvantaged	79.6%	78.7%	79.7%	63.1%
All Students	299	11,108	58,690	5,731,260

Complaints

No complaints were included in the scope of the current review. The Merced County Office of Education indicates it addresses and resolves complaints in accordance with applicable Merced County Board of Education policies and administrative regulations.

Does the Petition meet the standards and criteria described in EC § 47605, including but not limited to a reasonably comprehensive description of all required elements, any new requirement of charter schools enacted into law after the charter was originally granted or last renewed, and required affirmations, declarations, and assurances?

Yes

Overall, the Merced Scholars Charter School renewal petition is comprehensive and meets the statutory requirements of EC § 47605 by clearly describing the school's educational program and governance and operational structure, and by delineating the respective roles and responsibilities of the charter school, the Merced County Office of Education, and the Merced County Board of Education.

Analysis of Submitted Petition

Certification of Completion

A signed *Certificate of Completion* dated April 12, 2026, was submitted with the Petition.

Required Assurances

The Petition contains the required assurances, except as expressly indicated in the petition elements that are not considered complete or comprehensive. See the *Complete and Comprehensive Petition* section below.

Material Revisions

CCAP did not identify any apparent material revisions; however, the original Petition required extensive updates to meet legal requirements resulting from the implementation of AB 1505, which was signed into law in 2019.

Complete and Comprehensive Petition

The following analysis identifies only those elements of the petition that do **not** fully meet the legal requirements of EC § 47605, including areas where additional clarification or statutory specificity is needed.

Element J (10): Suspension and Expulsion Procedures

The petition does **not** include the required explicit, enumerated list distinguishing mandatory offenses from discretionary offenses. While the petition does state that Merced Scholars Charter School, as a locally funded COE charter school, is required to follow Merced County Office of Education Board Policy, this reference alone does not necessarily satisfy the statutory requirement to provide a clear delineation of mandatory versus discretionary offenses within the petition itself.

Miscellaneous Provisions: Impact Statement

The petition does **not** address the potential civil liability effects of the school on its authorizer, as required under EC § 47605(c)(5)(O). Specifically, the petition does not include an impact statement describing how the operation of a locally funded county office of education charter school may affect the Merced County Board of Education in its role as authorizer. This might include, but is not limited to, ADA-related fiscal exposure, civil liability arising from school operations, and the need for any risk-mitigation measures to protect the COE and its governing board.

V. CHARTER PETITION REVIEW COMMITTEE FINDINGS OF FACT

In California, charter school renewal decisions are based on academic performance, fiscal and organizational stability, and compliance with state and federal law. The chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings that:

1. Pursuant to EC § 47607.2(b)(3), the Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils,

and that its decision provided greater weight to performance on measurements of academic performance.

2. Pursuant to EC § 47607.2(a), either of the following applies for two consecutive years immediately preceding the renewal decision:
 - o The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to EC § 52064.5 for which it receives performance levels; or
 - o For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of student groups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

Notwithstanding these mandatory non-renewal criteria in EC § 47607.2(a), the authorizing agency still may renew such a charter school, but only upon making both of the following written factual findings, specific to the particular petition and supported by specific facts:

- o The charter school is taking meaningful steps to address the underlying cause or causes of its low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school; and
 - o There is clear and convincing evidence, demonstrated by verified data as defined in subdivision (c), showing either:
 - That the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
 - That strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, are equal to those of similar peers.
3. The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to requirements outlined in EC § 47607 subdivisions (d) and (e).
 4. The submitted petition does not adhere to the standards and criteria described in EC § 47605 and may be denied under subdivision (c), except paragraphs (7) and (8).

The Review Committee has determined that the Merced Scholars Charter School Renewal Petition **likely meets** the minimum Education Code requirements for charter renewal. The review committee provides the following sample options to support the

Merced County Board of Education in its determination to approve or deny the Charter's request for renewal.

Option 1: Middle-Performance Approval

Should the Merced County Board of Education **approve the renewal** of Merced Scholars Charter School for a five-year term from July 1, 2026, through June 30, 2031, written findings of fact need not be adopted based on the assignment of the **Middle-Performance Tier**. Minimal concerns (e.g., findings related to policy and charter impact on the authorizer) can be addressed by directing County Office staff to draft specified language into a Memorandum of Understanding between the Charter School and Authorizing Board and incorporate the MOU into the approved charter.

-OR-

Option 2: Middle-Performance Denial

Should the Merced County Board of Education choose to **deny** the renewal of Merced Scholars Charter School, with its assignment of **Middle-Performance Tier**, the Board **must** make written findings, which **must** support at least one of the following:

1. As outlined in EC § 47607.2(b)(3), closure of the charter school is in the best interest of pupils, with greater weight being applied to academic performance measurements. Findings must support that:
 - The charter school has failed to meet, or make sufficient progress toward meeting, standards that provide a benefit to the pupils of the school;
 - Closure of the charter school is in the best interest of pupils; and
 - The Board's decision provided greater weight to performance on academic measurements.
2. The submitted petition does not adhere to the standards and criteria described in EC § 47605 and may be denied under subdivision (c), except paragraphs (7) and (8).
3. The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to requirements outlined in EC § 47607 subdivisions (d) and (e). The chartering authority may deny renewal on either of these bases only by making either of the following findings:
 - (1) The corrective action proposed by the charter school has been unsuccessful; or

- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

Based on the allowable reasons for denial, the Merced County Board of Education **could justifiably deny** the renewal petition if it finds that closure is in the best interest of pupils, with greater weight given to academic performance as described in number 1, above. In this event, the Board may cite specific elements of this report or other relevant sources of information to support denial.

VI. ADDITIONAL STATE DATA

State Academic Performance Outcomes

CAASPP ELA Percent of Students that Meet/Exceed Standard

Source: Data Quest CAASPP Test Results

Grade Level	2019	2022*	2023	2024	2025
Grade 3	NA	13.34%	No data	No data	9.09%
Grade 4	NA	14.28%	No data	No data	9.09%
Grade 5	NA	38.89%	35.0%	25.0%	No data
Grade 6	No data	47.62%	23.08%	36.84%	26.32%
Grade 7	17.65%	17.24%	46.16%	40%	25.81%
Grade 8	45.83%	34.38%	29.03%	32.26%	47.82%
Grade 11	52.94%	54.06%	23.53%	48.57%	55.55%
All Grades	41.97%	33.52%	30.15%	35.88%	35.04%

*From the CAASPP Reporting Site-Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Local School Comparison ELA Distance from Standard

Source: Data Quest CAASPP Test Results

Year	Mountain Home Charter Yosemite Unified	Connecting Waters Charter-Central Valley	Connecting Waters Charter-Waterford	ECademy Charter at Crane Turlock	Merced Scholars
2022	-33.3 points	-13.5 points	-19.5 points	-86.6 points	-22.5 points
2023	-8.2 points	-23.3 points	-20.2 points	-79.6 points	-35.1 points
2024	-16.6 points	-25.6 points	-15.7 points	-63.3 points	-44.5 points
2025	+3.7 points	-25.0 points	-22.2 points	-0.1 points	-33.8 points

Math Percent of Students that Meet/Exceed Standard

Source: Data Quest CAASPP Test Results

Grade Level	2019	2022*	2023	2024	2025
Grade 3	NA	13.34%	No data	No data	9.09%
Grade 4	NA	14.28%	No data	No data	9.09%
Grade 5	NA	38.89%	35.0%	25.0%	No data
Grade 6	No data	47.62%	23.08%	36.84%	26.32%
Grade 7	17.65%	17.24%	46.16%	40%	25.81%
Grade 8	45.83%	34.38%	29.03%	32.26%	47.82%
Grade 11	52.94%	54.06%	23.53%	48.57%	55.55%
All Grades	41.97%	33.52%	30.15%	35.88%	35.04%

*From the CAASPP Reporting Site-Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Local School Comparison Math Distance from Standard

Source: Data Quest CAASPP Test Results

Year	Mountain Home Charter Yosemite Unified	Connecting Waters Charter-Central Valley	Connecting Waters Charter-Waterford	ECademy Charter at Crane Turlock	Merced Scholars
2022	-56.5 points	-78.5 points	-74.9 points	-188.5 points	-117.7 points
2023	-46.8 points	-76.4 points	-74.6 points	-182.3 points	-128.9 points
2024	-47.5 points	-85.9 points	-72.4 points	-124.2 points	-134.2 points
2025	-22.6 points	-77 points	-82.1 points	-104.3 points	-116.8 points

Local School Comparison College/Career Indicator

Source: California Dashboard

	2024	2025
Merced Scholars Charter	21.2%	29%
Mountain Home Charter Yosemite Unified	No data	No data
Connecting Waters Charter-Central Valley	60.9%	53.4%
Connecting Waters Charter-Waterford	37.3%	45.3%
eCademy Charter at Crane Turlock	14.8%	10.5%

State Non-Academic Performance Outcomes

Local School Comparison Graduation Rate

Source: California Dashboard

	2023	2024	2025
Merced Scholars Charter	100%	97%	96.8%
Mountain Home Charter Yosemite Unified	No data	No data	No data
Connecting Waters Charter-Central Valley	89.7%	91.8%	95%
Connecting Waters Charter-Waterford	82.6%	83.5%	89.6%
eCademy Charter at Crane Turlock	90%	88.9%	94.7%

Local School Comparison Dropout Rate

Source: Data Quest Four-Year Adjusted Cohort Graduation Rate and Outcome Data

	2023	2024	2025
Merced Scholars Charter	0.0%	3.0%	3.2%
Mountain Home Charter Yosemite Unified	No Data	No Data	No Data
Connecting Waters Charter-Central Valley	10.4%	8.7%	5.2%
Connecting Waters Charter-Waterford	17.6%	17.3%	11.1%

eCademy Charter at Crane Turlock	10.0%	11.1%	5.3%
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Local School Comparison Suspension Rate

Source: California Dashboard

	2023	2024	2025
Merced Scholars Charter	0%	0%	0.5%
Mountain Home Charter Yosemite Unified	0%	0%	0%
Connecting Waters Charter-Central Valley	0%	0%	0%
Connecting Waters Charter-Waterford	0%	0%	0%
eCademy Charter at Crane Turlock	0%	0.8%	0.3%

Local School Comparison Chronic Absenteeism (Grades TK-8)

Source: California Dashboard

	2023	2024	2025
Merced Scholars	36.6%	16.6%	16%
Mountain Home Charter Yosemite Unified	0%	0%	0.9%
Connecting Waters Charter-Central Valley	1.1%	0.2%	0.4%
Connecting Waters Charter-Waterford	1.8%	1.9%	1.1%
eCademy Charter at Crane Turlock	62.9%	47.0%	24.6%



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

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

**Merced Scholars Charter School – Financial Analysis of Charter Petition Renewal
June 2026**

The Merced Scholars Charter School (MSCS) has two programs within the school, a Dual Language Academy (DLA) and an Independent Study Program. The independent study program has been financially viable and contributes to the financial stability of MSCS. However, the DLA has had insufficient enrollment to cover its expenses. For FY 2025-26 the program will have a \$1.9 million deficit. For FY 2026-27, the program is projected to have a \$1.7 million deficit. In addition, the program is projecting deficits of more than \$1.2 million every year going forward. This assumes that enrollment will grow by 85 students. If enrollment does not grow, the program will have larger deficits. The projections exclude other costs related to future bargaining with labor partners. Therefore, deficits may increase above projections.

The multi-year projection (MYP) for the DLA indicates negative fund balances in 2026-27, 2027-2028, 2028-29, and 2029-30. This creates a substantial doubt that the DLA can continue as a viable program.

Sincerely,

Martin Fregoso
Deputy Superintendent, Business Services

Merced County Board of Education

Geneva Brett, Chairperson
Ryan Heller, Vice Chairperson
Dennis Hanks, Member
Frank Fagundes, Member
VACANT, Member



RESOLUTION NO. 2026-19
MERCED COUNTY BOARD OF EDUCATION
RESOLUTION APPROVING THE CHARTER RENEWAL PETITION FOR
MERCED SCHOLARS CHARTER SCHOOL

WHEREAS, on or about January 30, 2026, Petitioner (“Petitioner”) for the Merced Scholars Charter School (“Charter School”) submitted a charter renewal petition (“Renewal Petition”) to the Merced County Board of Education (“County Board”) requesting that the County Board renew the Charter School and

WHEREAS, the County Board last renewed the Charter School charter on July 1, 2018, for a five-year term ending on June 30, 2023; and subsequently extended through June 30, 2026, due to the impact of COVID-19; and

WHEREAS, on June 15, 2026, the County Board held a public hearing on the Renewal Petition as required by Education Code sections 47605 and 47607, for the purpose of considering the level of support for the Renewal Petition by parents, teachers and other employees of the districts within the jurisdiction of the Merced County Office of Education (“County Office”); and

WHEREAS, the County Board, pursuant to Education Code Section 47605(b), will take action to approve or deny the Renewal Petition within sixty (60) days of submission; and

WHEREAS, Education Code Section 47607(a)(2) provides that renewals of charter petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

WHEREAS, Education Code Section 47607(b) provides that a charter school that has been in operation for at least four years shall meet at least one of the four specified performance criteria prior to receiving a charter renewal; and

WHEREAS, Education Code Section 47607(a)(3) provides that the authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal; and

WHEREAS, the County Board has considered the Charter School’s past academic performance, finances, and operations during the term of the current Charter; and

WHEREAS, in considering whether to approve or deny the Renewal Petition, the County Board has been guided by the intent of the California Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged; and

WHEREAS, the Merced County Superintendent of Schools (“County Superintendent”) or designees, County Office staff, and legal counsel have reviewed the Renewal Petition and all information received with respect to the Renewal Petition, including all supporting documentation received to date for legal, programmatic and fiscal sufficiency, and have: (1) concluded that the Charter School has met at least one of the performance criteria specified in Education Code section 47607(b); and (2) identified no areas of deficiency that would constitute grounds for denial; and therefore, have recommended approval of the Renewal Petition.

NOW THEREFORE BE IT RESOLVED, that the County Board hereby approves the renewal of the Charter School for five years commencing on July 1, 2026, and ending on June 30, 2031.

BE IT FURTHER RESOLVED that the County Board hereby authorizes the County Superintendent and the Assistant Superintendent of Business Services to negotiate and finalize an operational Memorandum of Understanding (“MOU”) with the Charter School.

I, Steve M. Tietjen, Secretary of the Governing Board of the Merced County Office of Education, do hereby certify that the foregoing Resolution was duly introduced, passed, and adopted by the County Board of Education at a meeting held on June 15, 2026, by a vote of ____ to ____ .

AYES:

NOES:

ABSTAIN:

ABSENT:

IN WITNESS THEREOF, I have hereto set my hand this 15th day of June 2026.

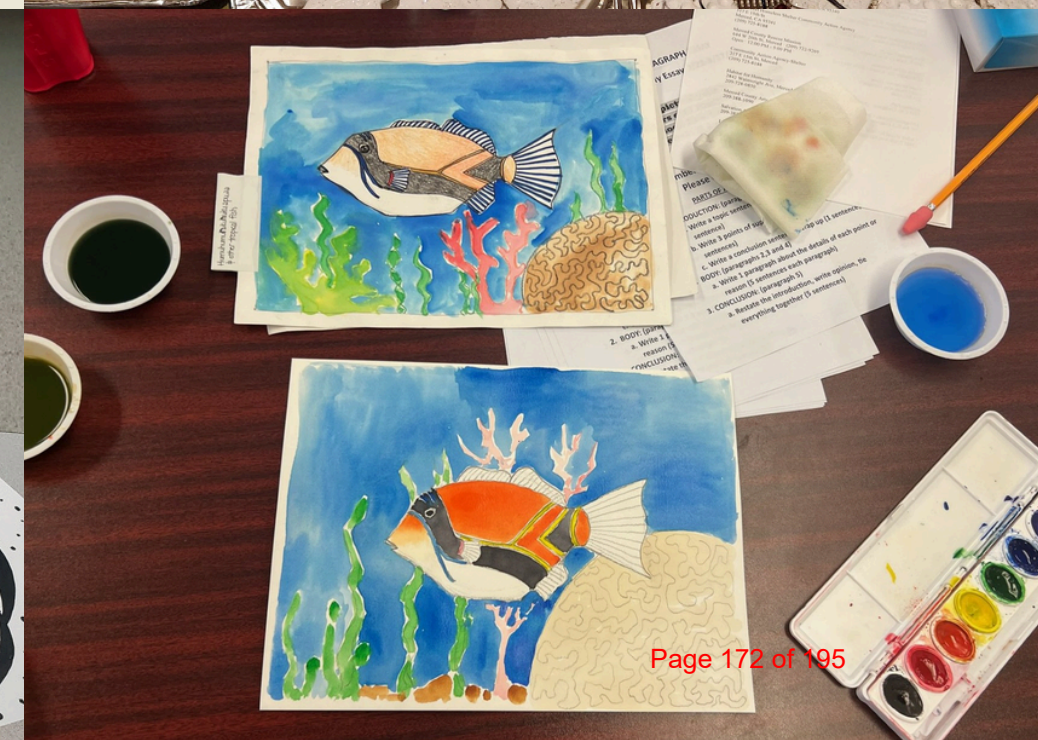
Steve M. Tietjen, Ed.D., Secretary of the Board
Merced County Superintendent of Schools



SPECIAL EDUCATION/STUDENT PROG. PROP 28 ART AND MUSIC GRANT

SPECIAL EDUCATION: 88 Classrooms (PK-12+), 880 Lessons, 1029 students
FLOYD A. SCHELBY: 16 Classrooms, 160 Lessons, 191 students
STUDENT PROGRAMS: 5 school sites; 50 students served

- Art and Literature
- 2D Art Lessons
- Dance Lessons
- Visual Arts Lessons
- Music Lessons
- 3D Art Lessons
- Theater Lessons



Merced County Office of Education
 Prop 28: Arts and Music in Schools Funding Annual Report
 Fiscal Year 2025-26

Name: Merced Co. Office of Education

CDS Code: 2410249-0000000

Allocation Year: 2025-2026, 2024-25, 2023-24

Narrative description of the Prop 28 arts education program(s) funded for the 2025-26 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 expand access to arts education, MCOE partnered with the Merced Multicultural Arts Center to bring professional artists into classrooms to lead engaging and culturally responsive lessons across multiple artistic disciplines.

Through Proposition 28 funding, MCOE was able to purchase art supplies and materials and expand arts instruction to four additional Student Programs. These programs serve students in grades 6–12, as well as adult learners ages 18 and older, working toward completing their educational goals. In addition, 45 Special Education classrooms serving students from preschool through age 22 participated in enriching art and music activities. This expansion significantly increased opportunities for students to engage in creative learning experiences that may not otherwise have been available within these programs.

Students received a minimum of one lesson per week in Student Programs and one lesson per month in Special Education classrooms across a variety of artistic disciplines, including:

- 2D and 3D Visual Arts & Props
- Theater Arts/Drama
- Dance, including Polynesian, Breakdance, Hip Hop, and Jazz
- Art and Literature
- Guitar Lessons
- Music

The expansion of arts programming has had a positive impact across Student Programs and Special Education. Students have demonstrated increased engagement, enthusiasm, and interest in participating in arts activities, with sessions tailored to meet learners' developmental and educational needs. Many students who previously had limited exposure to arts education have embraced these opportunities, and participation continues to grow as interest spreads throughout the programs.

Proposition 28 funding has played a critical role in expanding access to the arts, supporting student creativity, and providing meaningful enrichment opportunities for students within MCOE's Student Programs and Special Education programs. Through this initiative, Proposition 28 funding has significantly expanded opportunities for students with special needs to explore creative expression. Many students with disabilities, particularly those in specialized settings, would not have had access to these programs without this support, demonstrating the transformative power of the arts in education.

1. Number of full-time equivalent teachers (certificated).	0
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2.	Number of full-time equivalent teachers (classified).	0
3.	Number of full-time equivalent teaching aides.	0
4.	Number of students served.	1270 students.
5.	Number of school sites providing arts education.	94 school sites.

The Prop. 28 Annual Report can be found on our website at:

<https://www.mcoe.org/departments-programs/sped/se-public-notice>

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

Merced County Office of Education

2025-26 Annual Summary Report for 2026-27



Steve M. Tietjen, Ed.D.

County Superintendent of Schools

MCOE Board Agenda Packet 6/15/2026

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Local Context (Optional)

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.

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [*EC Section 52070*].

Metric	Action
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● 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 board adoption in June. ● 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.
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	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.
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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.

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 and attendance 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. Support district teams with developing a theory of action and connect that theory to their LCAP. - 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

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.

- 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 new instructional frameworks.
- 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

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 <i>[EC Section 52072 (f)]</i>		For districts meeting the eligibility criteria described in Education Code 52072(a), support will be prioritized through increased intensity and frequency of engagement. District teams will participate in regularly scheduled meetings throughout the school year and capacity-building networks focused on continuous improvement and evidence-based improvement strategies. Coaching and technical assistance will occur between network sessions to provide individualized support and maintain momentum between meetings. Support will emphasize strengthening the district's use of continuous improvement practices, including data analysis, empathy interviews, root cause analysis, and the testing and refinement of improvement strategies. Support will also focus on strengthening district improvement teams by engaging members with diverse perspectives and roles across the system to build local capacity and shared ownership of improvement efforts. For districts identified for Direct Technical Assistance, coordination with the California Collaborative for Educational Excellence (CCEE) will occur to align support across agencies, leverage available expertise and resources, and provide coherent improvement opportunities that address identified needs while minimizing duplication of efforts.

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/Number of Contracted Days 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. ● Provide professional development through quarterly CLN meetings that highlight, model, and support the application of continuous improvement strategies, resources, and tools. ● Provide schools and districts with a systematic continuous improvement training series, i.e. Superintendent Series, Networked Improvement Communities. ● 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.

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.	- ▾	- ▾	- ▾	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.

Related Expenditures-COE

Funding sources included:	Local Control Funding Formula and Differentiated Assistance
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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	2026-2027 Estimated Costs
Goal 1	\$525,000
Goal 2	\$630,000
Goal 3	\$1,190,000
Total Estimated Cost	\$2,345,000



Melvin E. Levey
Registrar of Voters

2222 "M" Street
Merced, CA 95340
Main: (209) 385-7541
Fax: (209) 385-7387
Toll-free: (800) 561-0619

May 4, 2026

www.mercedelections.org

Steve Tietjen
632 W 13th St
Merced, CA 95341

Dear District Official:

This is a reminder that a portion of your district's governing board will be up for election at the **November 3, 2026 General Election**.

On or before **July 1, 2026**, the 125th day prior to the election, the district must file a Notice of Election with the Registrar of Voters specifying the offices to be filled at the upcoming election. A current district boundary map, signed by an official of the district, is also required and must be returned on or before **July 1, 2026**. [EC§10522](#)

Included with this letter:

- Incumbent List for your district, according to our records
- Notice of Election form
- District Resolution example
- Measure Guide
- Certification map with our office's most recent record of your district's boundary

Items you **must** return by **July 1, 2026**:

- Incumbent List with any corrections or changes
- Completed Notice of Election form
- District resolution that includes:
 - A call for the election,
 - Consolidation with the November 3, 2026 General Election
 - Candidate Statement Cost Responsibility (candidate or district)
 - Authorization given to the Elections department to conduct the election and canvass the returns
 - Reimbursement to county for election costs
 - Tie breaking method
- Current District Boundary Map (including division boundaries, if any), signed by an official of the district

Candidate filing forms must be completed by the candidate at the Merced County Registrar Central Count Facility, 250 E. 15th Street, Merced, CA 95341 during the filing period. **CANDIDATE FILING WILL BE BY APPOINTMENT ONLY**. Office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

- Filing Period: Monday, **July 13, 2026** through Friday, **August 7, 2026** at 5:00 p.m.
- Extended Filing Period: Saturday, **August 8, 2026** through Wednesday, **August 12, 2026** at 5:00 p.m.
If an eligible incumbent does not file for his/her office by **August 7th** the nomination period for that office will be extended for anyone other than the incumbent. If an office is vacant, there will not be an extension.

A Notice of Election for each school or special district election will be published by the Registrar of Voters between 120 and 90 days prior to the election. The cost for the publication, as well as filing period preparation costs and election costs will be billed to the district. The district must pay upon receipt of the bill from the Registrar of Voters. [EC§10002](#)

If you have any questions or need assistance, please call the office at (209) 385-7541.

Melvin E. Levey
Registrar of Voters

STRIVING FOR EXCELLENCE

MCOE Board Agenda Packet 6.15.2026

INSTRUCTIONS FOR COMPLETING THE NOTICE OF ELECTION FORM:

- Print the incumbent's full name, length of term, office name and division number, if any. If your district has made a mid-term appointment to fill a vacancy for a seat that was not set to expire until 2028, that seat must be up for election for a partial two-year term. [EdC§5091](#) and [GC§1780](#)
- Indicate whether the board member may reside at large (anywhere in the district), or must live in a division or trustee area to qualify. Please also indicate if the candidate will be elected by the voters at large (throughout the jurisdiction) or only by those voters in a particular division or trustee area.
- The qualifications of the nominee should be obtained from the district's bylaws. Please list any qualifications, in addition to being a registered voter, in the space provided.
- Any measure to be submitted to the voters must meet certain formatting requirements and is limited to 75 words on the official ballot. Please provide our office with a copy of the proposed wording for review prior to adoption of the resolution by the governing body.

If the district is considering placing a measure on the ballot, please review:

- Measure Guide
- Measure Calendar
- Word Count Standard

**Notice of Election
November 3, 2026 General Election**

County Board of Education

The **General Election** will be held on Tuesday, **November 3, 2026**. The candidate nomination period opens Monday, **July 13, 2026**, and runs through Friday, **August 7, 2026** at 5:00 p.m. If an eligible incumbent does not file for his/her office, the nomination period for that office will be extended to Saturday, **August 12, 2026**, at 5:00 p.m. for anyone other than the incumbent. If an office is vacant, there will not be an extension.

Please indicate the district's current officeholders whose terms will expire at the end of **2026** year, and any mid-term appointments that must stand for election to a 2-year term. Return this completed form, updated Incumbent List, District Resolution regarding Candidate Statement charges, and Certified District Map to the Registrar of Voters before **July 1, 2026**.

INCUMBENT NAME (Full Name)	LENGTH OF TERM (2 years or 4 years)	OFFICE NAME	DIVISION / AREA # (If applicable)
Dennis La Roy Hanks	4 years	Trustee	Trustee Area # 1
Ryan Richard Heller	4 years	Trustee	Trustee Area # 2
Geneva Maria Brett	4 years	Trustee	Trustee Area # 5

Candidate's qualifications:

☒ registered voter of district

☐ other: _____

Explain

Candidates must:

☐ qualify at large

☒ qualify by Division/Trustee Area

Candidates are:

☐ elected at large

☒ elected by Division/Trustee Area

Candidate's statements are:

☒ paid for by Candidate

☐ paid for by District

Enclose District Resolution making
Candidate Statement determination.

Measures:

☐ The jurisdiction will have a measure or measures on the ballot. **(Please attach a sheet with the proposed wording.)**

District Boundaries:

The certification map included in this packet is our office's most recent record of your district's boundary. It must be signed and returned with the rest of your Notice of Election materials.

☒ No changes were made to our district boundaries since submitting a certified map in 2024.

☐ There were changes to our district boundaries since submitting a certified map in 2024.

☐ An updated certified district boundary map is enclosed with this form.

Dated: _____

Signature of Person Completing Form

Maria Cuevas - Executive Assistant to the County Superintendent

Print Name and Title of Person Completing Form

632 W. 13th Street - Merced, CA 95341

Mailing Address

(209) 381-6601

Telephone

mcuevas@mcoe.org

E-mail Address



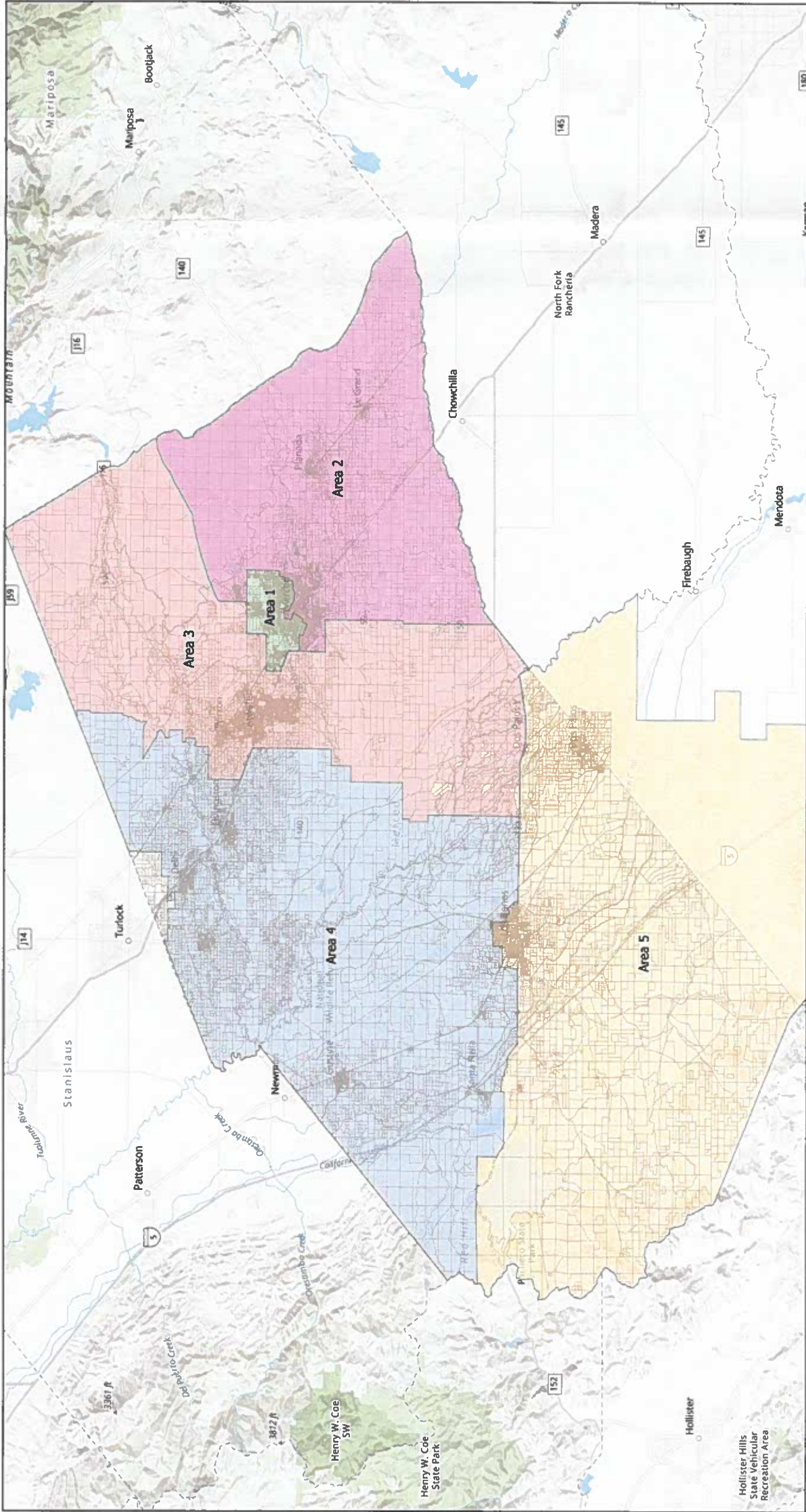
Incumbent List by Office ID Selected Offices

Incumbent	Regular & Alt Phone Numbers	Term Length	Term of Office Year First Elected
BOARD OF EDUCATION AREA 1			
20 - 0 Dennis Le Roy Hanks Governing Board Member, Area	Mail Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341	4	12/9/2022 to 12/11/2026
Res Addr:	(209)381-6600		Incumbent - Elect.....? No Residence County.....? Yes Appointed/Elected.....? Appointed In Lieu Party.....? Incumbent Vacated.....? No trusteearea1@mcoe.org
BOARD OF EDUCATION AREA 2			
30 - 0 Ryan Richard Heller Governing Board Member, Area	Mail Addr: Merced County Office Of Education 632 W 13th Street Merced, CA 95340	4	7/2/2025 to 12/11/2026
Res Addr:	(209)381-6600		Incumbent - Elect.....? No Residence County.....? Yes Appointed/Elected.....? Appointed to Vacancy Party.....? Incumbent Vacated.....? No trusteearea2@mcoe.org
BOARD OF EDUCATION AREA 3			
40 - 0 Frank A Fagundes Governing Board Member, Area	Mail Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95340	4	12/13/2024 to 12/8/2028
Res Addr:	(209)381-6600		Incumbent - Elect.....? No Residence County.....? Yes Appointed/Elected.....? Elected Party.....? Incumbent Vacated.....? No trusteearea3@mcoe.org
BOARD OF EDUCATION AREA 4			
50 - 0 Rodrigo Espinosa Governing Board Member, Area	Mail Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341	4	12/13/2024 to 12/8/2028
Res Addr:	(209)381-6600		Incumbent - Elect.....? No Residence County.....? Yes Appointed/Elected.....? Elected Party.....? Incumbent Vacated.....? No trusteearea4@mcoe.org
BOARD OF EDUCATION AREA 5			
60 - 0 Geneva Marie Brett Governing Board Member, Area	Mail Addr: Merced County Office of Education 632 W 13th Street Merced, CA 95341	4	12/9/2022 to 12/11/2026
Res Addr:	(209)381-6600		Incumbent - Elect.....? No Residence County.....? Yes Appointed/Elected.....? Appointed In Lieu Party.....? Incumbent Vacated.....? No trusteearea5@mcoe.org

Total Incumbents: 5

MERCED COUNTY REGISTRAR OF VOTERS

May 2026



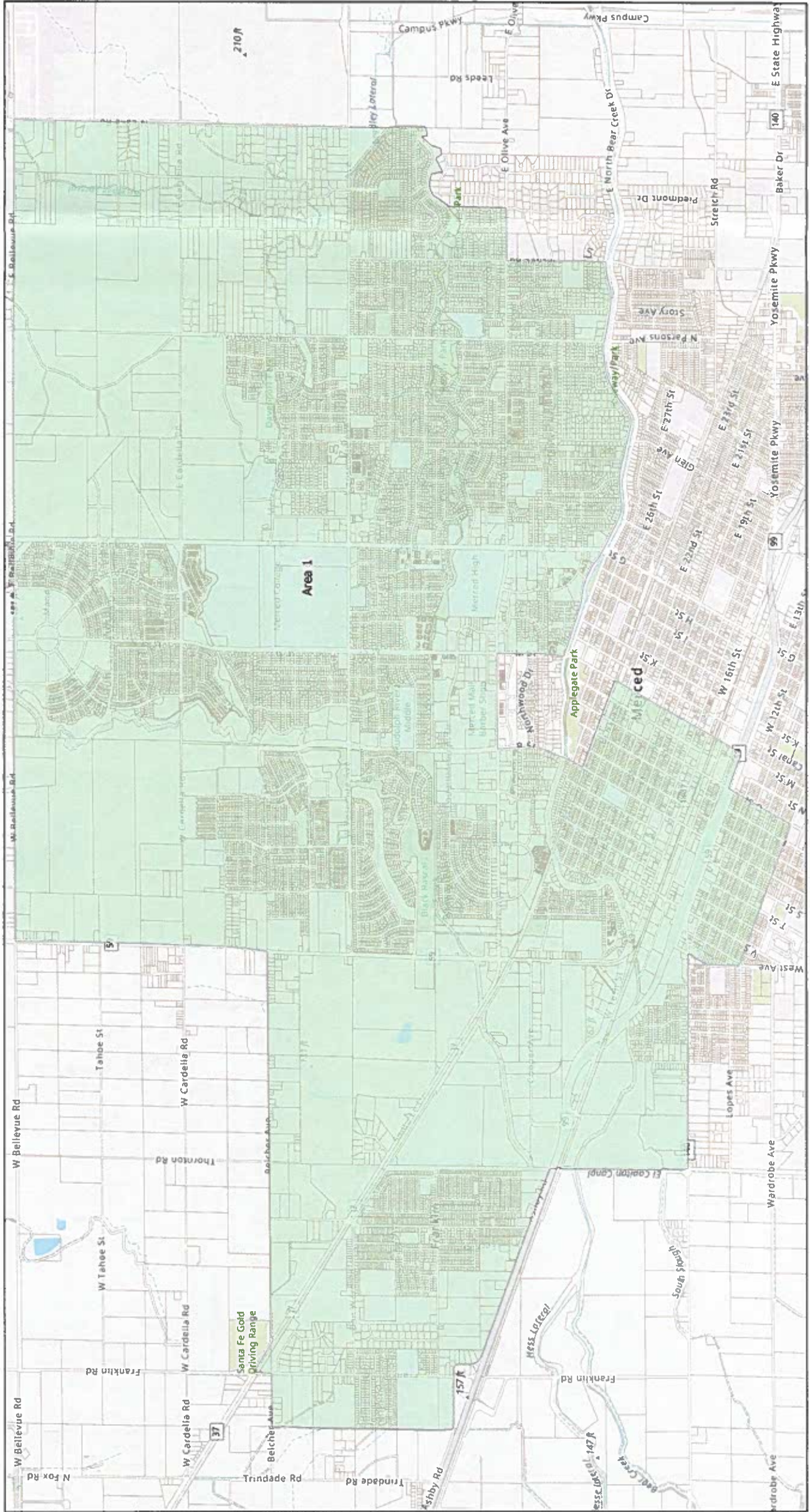
Merced County Board of Education 2026 District Map Certification

CERTIFICATION

On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district, and approve them for use in future elections.

Signature	Date
Print name	Title

May 2026



CERTIFICATION

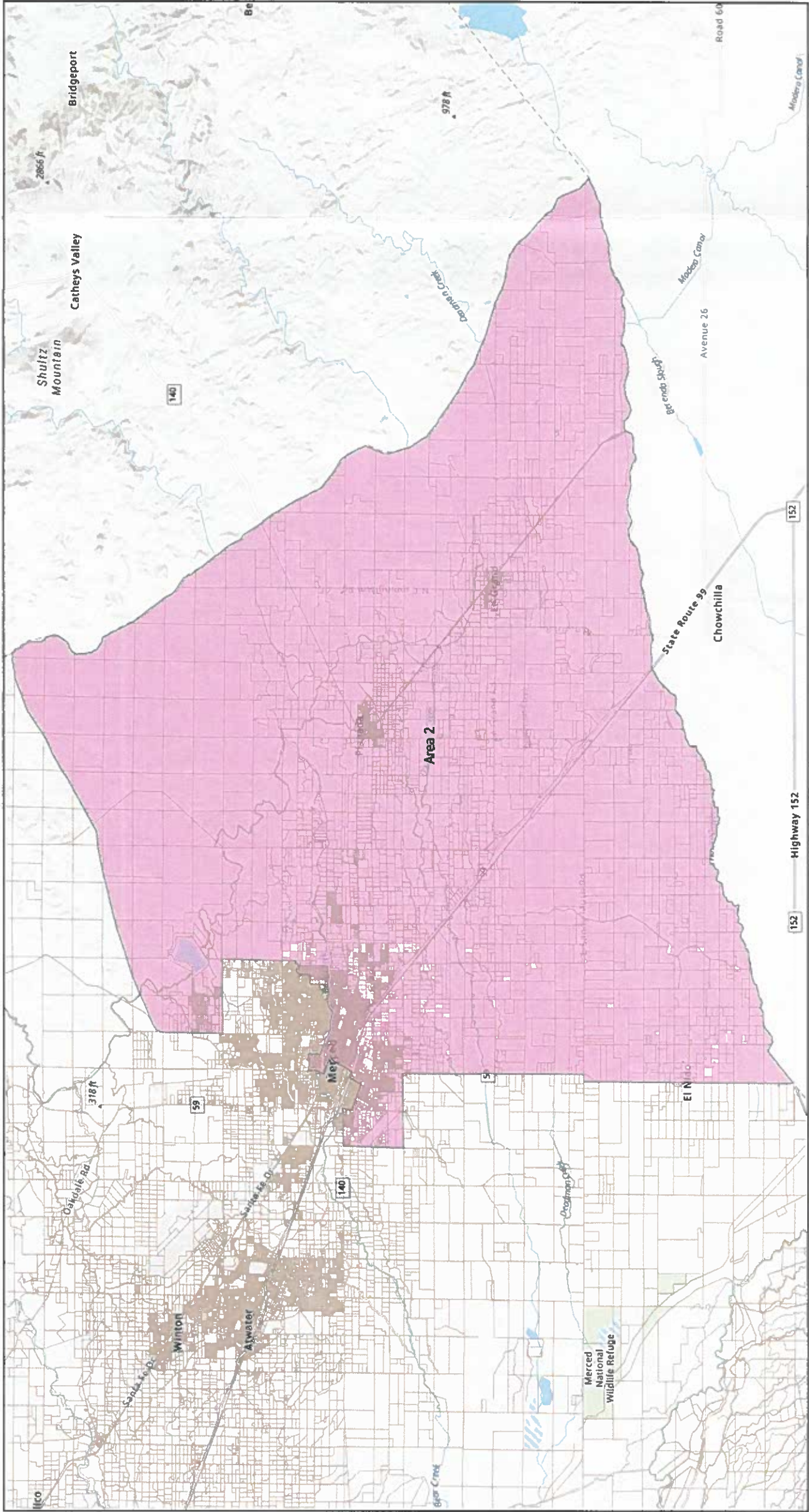
On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district, and approve them for use in future elections.

Date _____

Title

MERCED COUNTY REGISTRAR OF VOTERS

May 2026



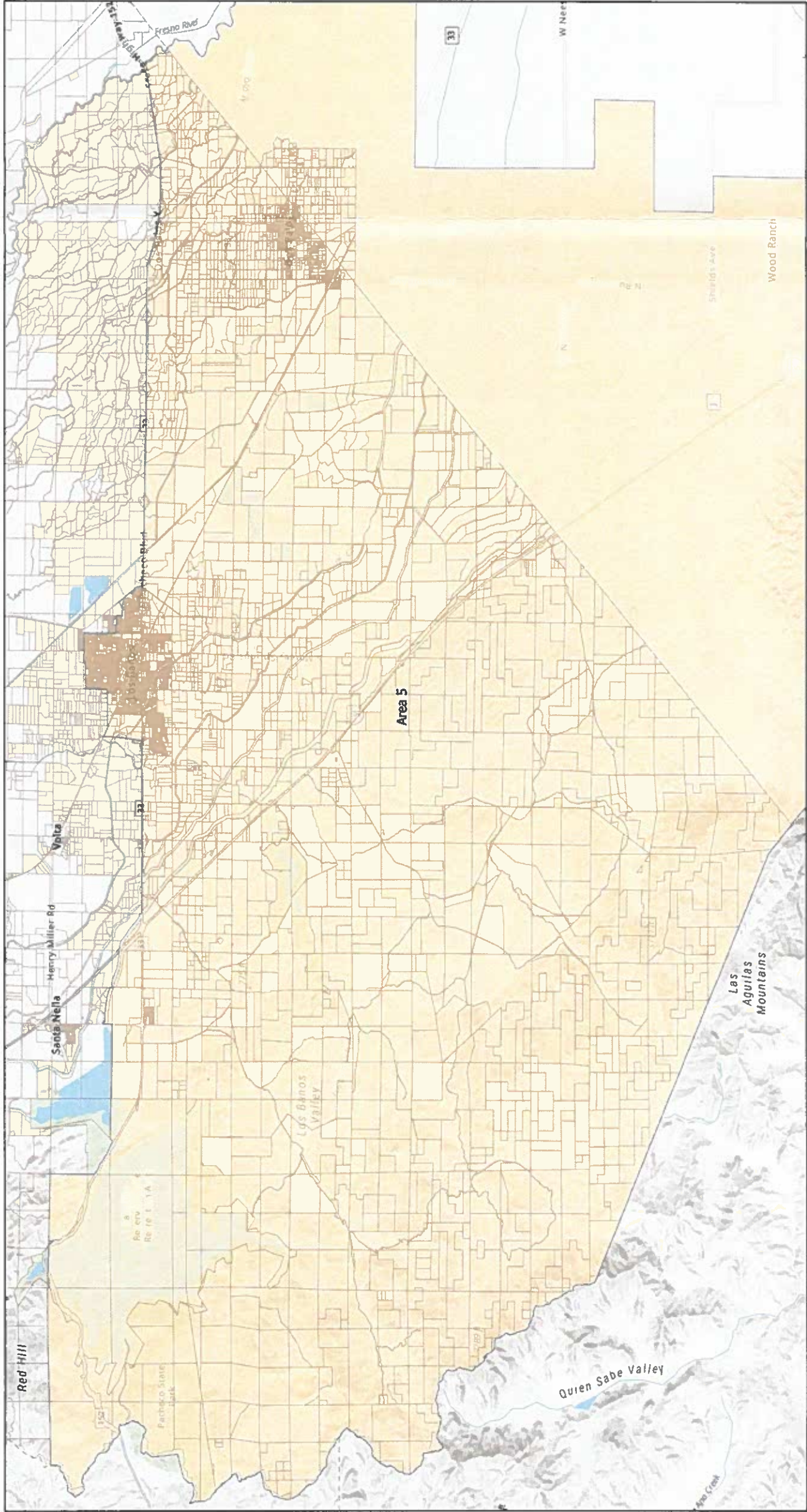
Merced County Board of Education, Area 2 2026 District Map Certification

CERTIFICATION
On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district, and approve them for use in future elections.

Signature _____ Date _____
Print name _____ Title _____

MERCED COUNTY REGISTRAR OF VOTERS

May 2026



Merced County Board of Education, Area 5 2026 District Map Certification

CERTIFICATION
On behalf of the district, I hereby certify that I have reviewed the map boundaries for this district, and approve them for use in future elections.

Signature _____

Date _____

Print name _____

Title _____

Merced County Board of Education

Geneva Brett, Chairperson
Ryan Heller, Vice Chairperson
Dennis Hanks, Member
Frank Fagundes, Member
VACANT, Member



Resolution No. 2026-20

**MERCED COUNTY OFFICE OF EDUCATION CALLING
A GOVERNING BOARD MEMBER ELECTION AND
SPECIFICATIONS OF THE ELECTION ORDER TO BE HELD ON
NOVEMBER 3, 2026**

WHEREAS, the Merced County Board of Education Calls for a Governing Board Member Election to be held on November 3, 2026 (Education Code 5000, Elections Code 12102); and

WHEREAS, in accordance with the designations contained in the Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322, the election shall be held on November 3, 2026, and the purpose of the election is to elect two members of the governing board of the Merced County Office of Education; and

WHEREAS, Merced County intends to conduct a consolidated election with the Statewide Presidential General Election to be held on November 3, 2026 (Elections Code 10400); and

WHEREAS, the consolidation of elections may serve to reduce election expenses to taxpayers and may increase voter turnout; and

WHEREAS, a Notice of Election must be filed with the Merced County Registrar of Voters specifying which offices are to be filled at this election (Education Code 5324, Elections Code 10522); and

WHEREAS, the list of incumbents and terms of office will be submitted to the Merced County Registrar of Voters; and

WHEREAS, a Candidate's statement pursuant to Elections Code 13307, if desired, is to be paid by the Candidate; and

WHEREAS, the Merced County Board of Education of the Merced County Office of Education boundary map or city limit has not changed since the last election held in November 2020; and

WHEREAS, a pre-determined tie-breaking method is designated to prevent any possible dispute as to the final outcome of the election (Elections Code 10551); and

WHEREAS, the Merced County Elections Department is authorized to conduct the election and to canvass all returns pursuant to Elections Code 10411-10413; and

WHEREAS, Merced County will be reimbursed for the actual costs of the election (Elections Code 10002, 10520); and

NOW, THEREFORE, IT BE RESOLVED that the Merced County Board of Education, of the Merced County Office of Education, City of Merced does hereby:

1. Calls for an Election to be held to elect three members of the governing board of Merced County Office of Education;
2. Request that its Governing Board Member Election to elect three seats for Trustee Area 1, 2 and 5 be consolidated with the Statewide Presidential Election scheduled for November 3, 2026;
3. File its Notice of Election with the Registrar of Voters specifying the elective offices to be filled;
4. Submit a list of incumbents and terms of office;
5. Require that a Candidate's Statement, if desired, is to be paid by the Candidate;
6. Certify the current city boundary map has been without change since the last election;
7. Sets a drawing of lots as its tie-breaking method for this election with procedures as previously established by Merced County Office of Education in Board Bylaw 9220 - County Board Elections, adopted on December 14, 2020;
8. Authorizes Merced County Elections Department to conduct the election and canvass the returns;
9. Intends to reimburse Merced County for the actual costs of this election.

PASSED AND ADOPTED by the Merced County Board of Education, of the Merced County Office of Education, City of Merced at a regular meeting held on the 15th day of June, year of 2026 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Board Member – **Geneve Brett**, Chairperson

Board Member – **Ryan Heller**, Vice Chairperson

Board Member – **Dennis Hanks**

Board Member – **Frank Fagundes**

Board Member – **VACANT**

Merced County Board of Education Regular Meeting Schedule July 2026 – June 2027 **REVISED**

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 2026	<i>No Meeting Held *</i>	-----
08/17/2026	3 rd Monday of August	8/10/26
09/21/2026	3 rd Monday of September	9/14/26
10/19/2026	3 rd Monday of October	10/12/26
11/16/2026	3 rd Monday of November	11/9/26
12/21/2026	3 rd Monday of December - Annual Organizational Meeting	12/14/26
12/14/2026	Moved to the 2 nd Monday of December (<i>21st is winter break</i>)	12/7/2026
01/19/2027	Moved to 3 rd <u>Tuesday</u> of January * (<i>3rd Monday is a holiday</i>)	1/11/27
02/16/2027	Moved to 3 rd <u>Tuesday</u> of February * (<i>3rd Monday is a holiday</i>)	2/8/27
03/15/2027	3 rd Monday of March	3/8/27
04/19/2027	3 rd Monday of April	4/12/27
05/17/2027	3 rd Monday of May	5/10/27
06/14/2027	2 nd Monday of June – Special Meeting <i>for Public Hearing – LCAP Budget</i>	-----
06/21/2027	3 rd Monday of June	6/14/27

Deadline for Submitting Agenda Items: By Noon the Monday Before the Meeting

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

Board Approved: January 20, 2026