

6.5.26

**6th Grade Furniture Realignment & Future Planning-** Following recent Board feedback regarding the 6th-grade furniture scheduled to move from Muir Elementary to the middle school, district leadership is actively addressing the transition to ensure Muir's needs are prioritized.

While current education statute does not contain a specific mechanism for direct financial reimbursement between school sites for asset transfers, we are taking a proactive, two-pronged approach:

- **Regulatory Guidance:** We are reaching out to the California Department of Education (CDE) to verify guidance on asset movement and ensure full compliance.
- **Long-Term Plan for Muir:** Concurrently, I am collaborating with Chief Business Official (CBO) Linda Parker to develop a plan that positions Muir Elementary as a priority for the first cohort to receive brand-new furniture for a grade level during our next refresh cycle.

A final update on our CDE guidance and the specifics of the Muir modernization timeline will be provided in a Weekly Organizational Briefing (WOB) later this month.

**Fresno Unified Collaboration on 6th Grade Transition-** Fresno Unified School District (FUSD) has reached out to our leadership team to study our upcoming 6th-grade middle school transition model. As the third-largest district in California, FUSD is in the beginning stages of planning a similar transition and identified our district's framework as a model for their research.

They have requested a collaborative session to learn from our work regarding:

- Master scheduling and secondary staffing.
- Facilities and redistricting logistics.
- Community engagement and program models.

**Next Steps:** Deputy Superintendent Francisco Romo and staff will host a virtual knowledge-sharing meeting with FUSD's Chief Academic Office after the school year concludes. This request highlights the value and regional relevance of our team's transition planning.

6.12.2026

Topic: Professional Learning & Strategic Improvement Plans

On June 8th and 9th, 2026, the district hosted a two-day professional learning session facilitated by the Center for Model Schools. The workshop included site principals, district office administrators (including the Superintendent, Deputy Superintendent, and the Educational Services team), and teacher leaders who voluntarily attended during their summer recess.

Working across two distinct cohorts, teams reviewed past student data and adult practices to evaluate localized school improvement frameworks. A notable highlight of the two days was the high level of authentic engagement; professional titles were left at the door as district leadership, site administrators, and classroom teachers collaborated and learned alongside one another as equal peers.

Key operational outcomes from the session include:

- **Short-Cycle Plan Analysis:** Principal teams focused on analyzing the short-cycle plans they previously developed in late April, allowing them to celebrate implementation successes and explicitly refine the work for the upcoming school year.
- **Targeted Interventions:** Each school site plan incorporates three distinct change ideas aimed at modifying building-wide systems and daily staff practices based on their analysis.
- **Accountability & Vision:** Teams established clear metrics to track whether these refinements result in measurable student and teacher improvement. Moving into year two, this framework will deepen significantly, shifting greater operational ownership and process involvement directly to collaborative site teams of principals and teacher leaders.

By completing this retrospective review and refinement now, our school leadership teams are fully prepared to launch the upcoming school year with clear expectations, firm execution timelines, and built-in systems for ongoing progress monitoring.

### **Educational Services**

- MCSD kicked off its Summer Programming this week at Chenoweth, Rivera ES, Stowell, and Sheehy. Students also began taking part in the Merced College for Kids program. MCSD kicks off its Session 2 on Wednesday, June 17 at all of the aforementioned sites. To date, 1,520 students have enrolled in this 21-day program.
- **Noon Duty Supervisor rate of pay for Mini-Versity training and Classified staff training opportunities:**
  - Professional learning compensation follows established guidelines: certificated personnel receive a negotiated rate of \$47.50 per hour, while classified staff is compensated at their standard hourly rate.
  - To maximize instructional relevance, specific sessions are designated for either classified or certificated roles. This allows presenters to tailor content, scenarios, and pedagogical examples to the unique responsibilities of participants. Similarly, sessions may be organized by grade level or subject matter (e.g., Mathematics, Science, ELPAC, or Special Education) to ensure alignment with specialized curricula and student

populations. These designations are intended to enhance the meaningfulness of the professional growth experience rather than to restrict participation.

- While these categorizations provide clarity during registration, the district maintains an open-door policy. Personnel are welcome to attend any session they believe will support their professional goals, such as staff preparing for future transitions to different grade levels. Furthermore, classified employees aspiring to certificated roles are encouraged to participate in curriculum and instruction workshops to support their long-term career development.
- With our Superintendent's leadership, for the second consecutive year, Mini-Versity programming has been extended to all classified staff. This builds upon our established practice of inviting instructional assistants to engage in professional learning opportunities alongside their classroom colleagues.
- The district will continue to explore diversifying training content to meet the needs of staff. MCSD will also inquire with the Merced County Office of Education regarding pathway options for classified staff to become certificated.

**District Calendar for 2026-27 and 2027-28:** The revised 2025-26 District calendar is going to the Board for approval to reflect the student minimum day on the last day of school and the last Wednesday of the school year. The 2027-28 calendar is also going to the Board for approval on June 23.

### **Administrative Services**

**Fiscal:** Merced County Arts Council (MCAC) Payment Status: A total of 24 purchase orders were issued to Merced County Arts Council for the 2025-26 fiscal year, of which 11 currently remain open. Of the 11, 2 are set to be paid this week, 5 are missing vendor invoices that may have been sent directly to a school site rather than the Fiscal Services department (which Fiscal has reached out to the vendor for), 3 are pending site paperwork confirming services rendered (which Fiscal has also reached out for) and 1 is a Summer Academy purchase order, for which services have not yet been provided. Staff will continue to work with MCAC to bring the account to good standing, as well as reaffirm processes for both vendors and MCSD staff to help ensure timely payment.

6.18.26

Summer Academy: We had a successful start to Summer Academy on Wednesday, June 17th at Stowell, Sheehy, Chenoweth, and Rivera Elementary Schools. Thank you to all of our team members for their continued dedication and commitment to supporting our students through the summer.

The Citizens' Bond Oversight Committee will meet on June 30th. The approval of their 2025-2026 report to the Board of Education will be on the agenda. This report will be presented to the Board at a meeting in August.