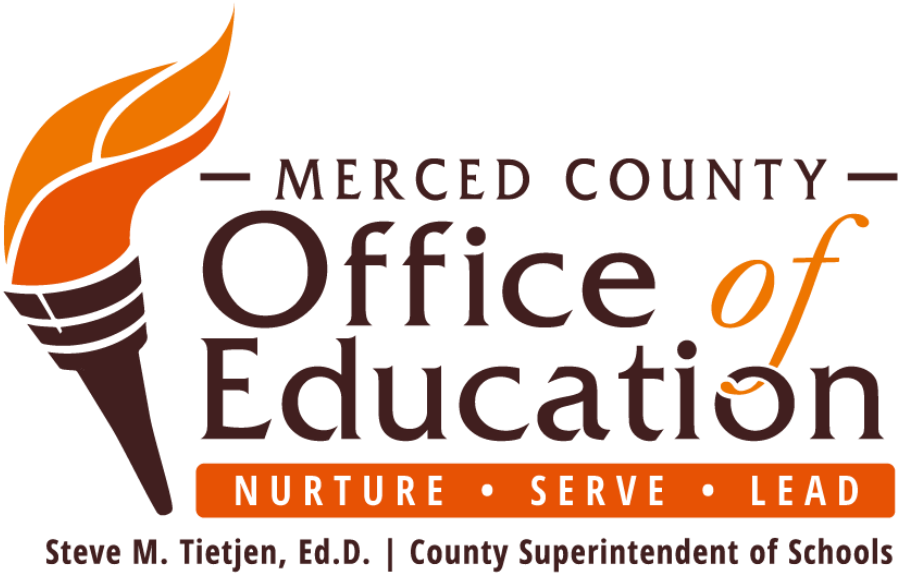
Come Back Charter School Renewal Petition

Term: July 1, 2026 through June 30, 2031

MERCED COUNTY OFFICE OF EDUCATION
Steve M. Tietjen, Ed.D.
County Superintendent of Schools
632 W. 13th Street



Merced CA 95341
(209) 381-6601

TABLE OF CONTENTS

AFFIRMATIONS AND ASSURANCES 4
Part One: INTRODUCTION 7
Part Two: STATEMENT OF NEED 11
Part Three: CHARTER ELEMENTS 13
Element I: Description of Educational Program 13
Mission and Vision 13
Students to be Served 13
Educational Philosophy 15
How Learning Best Occurs 16
Annual Goals and Annual Actions to Achieve Them 16
Program Overview 22
Program Components 23
Calendar 29
Dashboard Alternative School Status (DASS) 29
Plan for English Language Learners 29
Plan for Students Who are Academically Low or High Achieving 32
Plan for Special Education 34
Section 504 and Americans with Disability Act (ADA) 40
Graduation Requirements 40
Transfer of Courses / College Entrance Requirements 41
Element II: Measurable Student Outcomes 41
Student Outcomes 41
Specific Measurable Outcomes of the Educational Program 44
Element III: Student Progress Measurement 48
Methods of Assessment 48
Use and Reporting of Data 50
Element IV: Governance Structure 50
Governance 50
Role of Chartering Authority 51
Element V: Employee Qualifications 52
Element VI: Health and Safety Procedures 54
Element VII: Means to Achieve Student Population Balance 55
Element VIII: Admissions 56
Student Admissions Criteria, Preferences and Priorities 57
Element IX: Audit & Fiscal Issues 58
Independent Annual Audit 58
Financial Reporting 59

Administrative Services 59
Element X: Suspension/Expulsion Policies and Procedures 60
Element XI: Retirement System 63
Element XII: Attendance Alternatives 63
Element XIII: Employee Rights on Leaving and Return 63
Element XIV: Dispute Resolution Procedures 63
Element XV: Procedures for School Closure 64
Documentation of Closure Action 64
Notification to the California Department of Education, SELPA, and State Board of Education 64
Notification to Students and Ed Rights Holders 65
Notification to Receiving Districts 65
Student and School Records Retention and Transfer 65
Financial Close-Out 65
Dissolution of Assets 66
Part Four: REQUIRED ADDITIONAL INFORMATION 66
Facilities 66
Administrative Services 67
Budget and Financial Planning 67

Appendices
APPENDIX A – LEGAL COMPLIANCE UPDATES
APPENDIX B – BUDGET
APPENDIX C – SCHOOL SITE COUNCIL BYLAWS
APPENDIX D – INDIVIDUAL LEARNING PLAN
APPENDIX E – INDEPENDENT STUDY MASTER AGREEMENT FORM
APPENDIX F – STUDENT HANDBOOK

ASSURANCES

As the authorized representative, I, Sherre Vernon, hereby certify that the information submitted in this renewal application for the California public charter school, named Come Back Charter School (CBCS), with the office located at 350 W. Yosemite, Merced, California is true to the best of my knowledge and belief; I also certify that this application for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, CBCS will follow any and all federal, state, and local laws and regulations that apply to the CBCS, including but not limited to:

- CBCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- MCOE shall be deemed the exclusive public school employer of the employees of the school for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- CBCS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- CBCS shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- CBCS shall admit all students who wish to attend the school, and who submit a timely application; unless CBCS receives a greater number of applications than there are spaces for students, in which case each application is given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the CBCS shall not be determined according to the place of residence of the student or his or her education rights holder within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CBCS in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- CBCS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- CBCS shall not discourage a pupil from enrolling or seeking to enroll in CBCS for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605.6(e)(2)(B)(iii) – pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605.6(e)(4)]
- CBCS shall adhere to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act.
- CBCS shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CBCS shall ensure that teachers in CBCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility is given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605.6(l)]
- CBCS shall at all times maintain all necessary and appropriate insurance coverage.
- CBCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is under 19 years old, and is expelled or leaves CBCS without graduating or completing the school year for any reason, CBCS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605.6(e)(3)]
- CBCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- CBCS shall, on a regular basis, consult with its students and teachers regarding the school's education programs. [Ref. California Education Code Section 47605.6(d)]

- CBCS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605.6 and 47605.1]
- CBCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- CBCS shall comply with all applicable portions of the Elementary and Secondary Education Act.
- CBCS shall comply with the California Public Records Act [Ref. Government Code Section 7920.000 et seq.].
- CBCS shall comply with the Family Educational Rights and Privacy Act.
- CBCS shall comply with the Ralph M. Brown Act.
- CBCS shall comply with Government Code section 1090 et seq. [Ref. California Education Code Section 47604.1]
- CBCS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Nonclassroom-based average daily attendance shall be claimed by CBCS only for pupils who are residents of Merced County or adjacent counties.
- CBCS will annually prepare and submit financial reports to the County Board and/or the County Superintendent of Schools in accordance with the provisions of Education Code 42100, 47604.33 and 47605.6, as applicable.
- CBCS will promptly respond to all reasonable inquiries from MCOE and/or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records.

CBCS shall comply with applicable state and federal laws and regulations as well as the policies and procedures of the Local Plan of the Special Education Local Plan Area (SELPA) responsible for funding.

Sherre Vernon

Sherre Vernon, Interim Principal
Come Back Charter School

1/12/26

Date

Part One: INTRODUCTION

Come Back Charter School (CBCS) is a public charter school authorized by the Merced County Board of Education (County Board) and administered by the Merced County Superintendent of Schools (County Superintendent) through the Merced County Office of Education (MCOE).

Merced County students face numerous barriers to completing their education and achieving economic self-sufficiency. 26% of the County's residents are foreign born, 53% report speaking a language other than English at home (U.S. Census Bureau, 2023), and 22% of the County's students are classified as English Learners. In the 2023-2024 school year, 81% of Merced County students were socio-economically disadvantaged, 21% were chronically absent from school, and only 33% graduated having met the a-g requirements for admission to the CSU/UC system, as opposed to 51% statewide (California Department of Education, 2025). These barriers have a huge impact on future educational attainment and employment levels, with only 72% of Merced County residents over the age of 25 being high school graduates and only 15% possessing a bachelor's degree (U.S. Census Bureau, 2023). In April 2025, 10.4% of county residents were unemployed, compared to 5.3% statewide and 4.2% nationwide.

CBCS is established under one CDS code with the school office located at 350 W. Yosemite, Merced. CBCS teachers serve students out of that location as well as at our MCOE Wardrobe facility (1850 Wardrobe Ave, Merced), our Lee Andersen Education Center (1800 Matthew Dr., Atwater), and our Los Banos Valley Facility (715 W. H Street, Los Banos).

MCOE requests that the County Board grant the CBCS charter petition renewal for a period of five years (July 1, 2026 – June 30, 2031), commencing on approval of this charter. With respect to subsequent terms, Education Code Section 47607 (b)(4) states, "For a charter renewed pursuant to this subdivision, the charter authority shall grant a renewal for a period of five years."

The Charter Schools Act of 1992 established required elements to be included in a countywide charter petition. This charter renewal petition provides evidence that CBCS has met all the requirements set forth in the Charter Schools Act of 1992, Education Code section §47600 et seq. As such, CBCS employs a highly qualified and dedicated staff committed to the interests of all stakeholders in this learning community and is a

charter school of choice for students within the geographic boundaries of Merced County, California, and adjacent counties.

CBCS offers high quality educational options designed to meet the needs of the following populations:

- Transition-aged youth (TAY) and adults ages 18 and older
    - Those who have dropped out of traditional school before earning a high school diploma or equivalent
    - Those who have "aged-out" of the public school system by reaching age 19 without having obtained their high school diplomas
    - And potentially, those involved with the Juvenile Justice System
- Adults in custody
- Adults involved in the Public Safety Realignment (AB109)
- Adults qualified for the federal Workforce Innovation and Opportunity Act program (WIOA), including:
    - Job Seekers
    - Laid-off workers unlikely to return to their previous jobs
    - Displaced homemakers
    - Self-employed individuals
    - Those employed by a qualifying employer
    - New entrants into the workforce
    - Veterans
    - Persons with disabilities

Progress Achieved

The chartering authority must review: (1) state and local indicators adopted by the CDE pursuant to Education Code section 52604.5; and (2) "alternative metrics" applicable to the charter school based on the pupil population served, to be mutually agreed upon by the charter school and the charter authorizer. As Come Back Charter School qualifies for Dashboard Alternative School Status (DASS), we identified with MCOE, our authorizer, the following alternative metrics for consideration as part of this renewal petition:

- % of students with access to a broad course of study (with a desired threshold at or above 90%)
- 1-year DASS graduation rate (with a desired threshold at or above 30%)
- School climate data re: safety, belonging and engagement (with a desired threshold at or above 80%)

- Attendance rate at P2 (with a desired threshold at or above 80%)
- Suspension rate (with a desired threshold at or below 3%)

The table below shows the last three years' data for our DASS alternative metrics, as well as the CDE's state and local indicators, where available.

DASS Alternative Metrics	**2022-2023**	**2023-2024**	**2024-2025**
Access to Broad Course of Study	100%	100%	100%
1-year DASS Graduation Rate	All 31.1%	All 40.5%	Data pending
School Climate Data – Spring Climate Survey Students reporting they feel safe at school	Data not available	100%	100%
School Climate Data – Spring Climate Survey Students reporting they receive support from staff	Data not available	92%	100%
School Climate Data – Spring Climate Survey Students reporting a sense of belonging	Data not available	93%*	86%
School Climate Data – Students reporting feeling a sense of engagement	Data not available	Data not available	70%
Attendance rate measured by P2	Data not available	80%	86.30%
Pupil Suspension Rate	0%	0%	0%
Dashboard Indicators	**2022-2023**	**2023-20242**	**2024-2025**
English Learner Progress	Data not available	Data not available	27.3%
College and Career Readiness	0%	0%	0%
Every pupil in the school has access to core instructional materials	100%	100%	100%
Pupil Expulsion Rate	0%	0%	0%
High School Graduation Rate – All students	24.1%	47.6%	42.1%
High School Graduation Rate – Hispanic students	Data not available	46.2%	38.6%

High School Graduation Rate – Socioeconomically disadvantaged students	24.1%	47.5%	42.7%

**Approximated from the average of two questions. Asked directly the following year.*

Analysis of Progress Achieved

In the last three years, CBCS has met or exceeded all but one of its eight DASS alternative metrics. The following table summarizes the progress achieved.

Metric	**Desired threshold**	**Outcome**	**Threshold met or exceeded?**
Access to Broad Course of Study	90%	100%	Yes
1-year DASS Graduation Rate	30%	40.5%*	Yes
School Climate Data – Spring Climate Survey Students reporting they feel safe at school	80%	100%	Yes
School Climate Data – Spring Climate Survey Students reporting they receive support from staff	80%	100%	Yes
School Climate Data – Spring Climate Survey Students reporting a sense of belonging	80%	86%	Yes
School Climate Data – Students reporting feeling a sense of engagement	80%	70%	No
Attendance rate measured by P2	80%	86.3%	Yes
Pupil Suspension Rates	<3%	0%	Yes

*Based on 2023-2024, which is most recent data available

Plans for Continued Improvement

While the data shows that we have continued work to do to increase our students' sense of engagement, this is not surprising, given the nature of our program (a nonclassroom-based program for adult learners), and we are very close to meeting our desired threshold. To improve students' sense of belonging and engagement, CBCS is implementing its school climate improvement activities with fidelity and forming partnerships with other agencies that can help to address some observed shortcomings in this area.

Part Two: STATEMENT OF NEED

The economic vitality of Merced County depends upon the competence of its workforce, which is directly dependent on educational attainment. Many Merced County students face numerous barriers to success, and the traditional public school system historically struggles to educate its challenged students to the standards required for economic self-sufficiency. According to the US Census, only 72% of Merced County residents have a high school diploma and only 15% have a bachelor's degree or higher, compared to the statewide rates of 85% and 37% and the nationwide rates of 89% and 35%. Lack of educational attainment among Merced County residents is a persistent problem. New businesses and industries are reluctant to locate in the area due to the low numbers of skilled workers, and the resulting lack of economic growth and opportunity results in a continuation of the low educational attainment cycle.

Funding for traditional Adult Education, once diminished significantly, has been substantively restored very recently in Merced County. The funding is still not adequate to fully address local needs, and the existing local Adult School systems, for all their successes, still fail to reach 100% of students who could benefit from their services. CBCS is designed specifically to meet the needs of a narrowly defined target population that historically has fallen through the cracks of the traditional adult education system. CBCS also benefits from the inherent flexibility built into charter school funding that allows for the development of collaborative services that include corporate and employment-development partners, as well as County Health and Human Services. Through these partnerships, programs specific to the needs and talents of underserved students can be crafted. CBCS receives funding through the Local Control Funding Formula (LCFF).

In previous years, CBCS has also received various federal funds, including Comprehensive Support and Improvement (CSI) funds, Title II Part A for professional development, and Title III funds to support English Learner students. These funds are used to supplement and enhance services for CBCS students.

An additional factor considered in the design and development of CBCS was the population affected by Assembly Bill 109, which was passed by California legislators in response to overcrowding in state prisons. Through AB109, low-risk felons are returned to the community in which they lived prior to their incarceration and the County is responsible for providing services that address their needs and support their reintegration into the community. Among Merced County's goals for this population is

to ensure that all released prisoners have obtained a high school diploma or an equivalent, a goal that can be directly addressed by CBCS.

Adult students who have failed to complete high school have the same needs as other students, including opportunities to learn and develop, guidance in making constructive choices, and help with social-emotional challenges. This population also needs intensive, long-term support encompassing academic, psychological, and career-related needs. CBCS offers its students knowledgeable mentors to provide guidance, a sense of community among participants, an asset-based approach, an atmosphere focused on mutual respect between students and instructors, high expectations for academic achievement and responsible behavior, and engaging learning that connects school and work.

Students that have dropped out or have aged out of the system tend to be transient in enrollment, moving from school to school within Merced County and surrounding counties. County and state agencies that serve the County as a whole, such as Probation, Social Services, Foster & Homeless Youth, and Mental Health typically experience repeated involvement with this population. As a charter school that collaborates county-wide with these agencies, CBCS provides an efficient strategy for serving these populations and improving their chances of success.

CBCS prepares challenged students for the world of work by focusing on career and life skills. Electives may include job search and job readiness skills, internships, technology, and instruction on applying higher order thinking skills in a workplace environment. CBCS students have access to the numerous Career Technical Education (CTE) offerings through ROP's High School Program and, once they graduate, of MCOE's Adult ROP Program. To meet the range of needs represented by this diverse population, CBCS operates as an Independent Study program that includes career exploration.

Part Three: CHARTER ELEMENTS

The Charter Schools Act provides that an initial or renewal petition must contain a reasonably comprehensive description of all elements in California Ed. Code §47605.6. Such descriptions are as follows:

Element I: Description of Educational Program

Mission and Vision
The mission of CBCS is to ensure that students are prepared to succeed in a changing society by supporting and guiding them to obtain their high school diploma or equivalent and transition into employment or higher education. To achieve this mission, the CBCS vision is: Transforming lives through exemplary education and employability training.

Students to be Served
CBCS serves a significant, vulnerable adult student population whose needs have not been met by traditional public schools or by existing alternative education options. Specifically, the target students for this charter school are students ages 18 or over who have either voluntarily left ("dropped out") the traditional school system without having obtained a high school diploma or have "aged out" (meaning they are age 19 or over) of MCOE's Student Program schools without having obtained their high school diplomas. CBCS is also in the process of developing a partnership with the local jail facility to extend our services to incarcerated adults seeking their high school diploma.
These students represent an especially challenged and at-risk population for whom there are few current options for completing their secondary education. These individuals' reasons for failing to obtain their high school diplomas are varied: poverty, homelessness, family instability, recent immigrant status, and many more factors contribute to the low level of educational attainment of adults in Merced County. CBCS provides the support and specially-designed curriculum needed to attract adult students back to the public educational system and ensure their attainment of a high school diploma and employability skills.

As a dependent countywide charter, CBCS serves the needs of specific high-risk adults unserved by other local educational options. The State Legislature created charter schools in 1992 to encourage innovation in education beyond traditional classroom instruction. This charter petition renewal request is in compliance with California Education Code §47605.6(a)(1) which allows a county board of education to

approve an initial or renewal petition for the operation of a countywide charter school that operates at one or more sites within the geographic boundaries of the county, and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter petition or renewal petition only if it finds, in addition to the other requirements, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

CBCS provides instructional services to a targeted student population that is not generally served by the County Office of Education, namely students ages 18 and older who have dropped out or aged out of the public school system and we are in the process of extending our services to adults in local custody.

Students served by CBCS participate in programs geared toward earning a high school diploma. When deemed appropriate by the school counselor, and with the consent of the adult student and/or their appointed educational rights holder, a student may also take elective courses geared toward preparation for the high school equivalency exams offered by the State of California.

The CBCS school counselors work with each student to develop an Individual Learning Plan and Career Plan, and the culminating achievement is a high school diploma or equivalency and a career plan. The school is a safe environment where communication and success is fostered and accomplishments are celebrated.

CBCS utilizes independent study as its primary delivery mode to allow for individualization. Small group instruction may also be utilized when direct instruction is appropriate for intervention and career and technical education and training.

CBCS is a WASC accredited institution. As such, all credits earned are transferable. Also, CBCS makes a variety of A-G courses available to students who may be looking to attend a four-year university.

The Merced County Office of Education proposes to continue CBCS to address the academic needs of students ages 18 and older who have not completed high school. Students may have failed to obtain their high school diploma for diverse reasons, such as being credit deficient, having voluntarily dropped out, having “aged out” of a

traditional or alternative public school setting. The CBCS program is available to all adults aged 18 and over. While the anticipated student population is primarily ages 18-22, there is no upper limit to the age of students that can be served by CBCS.

CBCS serves up to 220 students annually at full capacity, including all qualified students from Merced County and adjacent counties, with less than 50% of the school's total enrollment composed of residents of adjacent counties. In 2018-2019, CBCS had a census day enrollment of 19 students (35 enrolled students by end of year), followed by 80 students in 2019-2020, 75 in 2020-2021, 77 in 2021-2022, 102 in 2022-2023, 120 in 2023-2024, and 128 in 2024-2025. MCOE is confident that, based on these numbers, there are enough individuals in the community who will continue to need the type of educational services CBCS offers.

Educational Philosophy: What it Means to be an Educated Person in the 21st Century
The CBCS program helps students improve their abilities to read, write, compute, speak, ask questions, listen, solve problems, work independently and in teams, use technology, manage time, accept personal responsibility, live healthy lifestyles, relate comfortably to others, and develop transferable job skills. This is accomplished by promoting curiosity, integrity, social responsibility, and self-esteem. CBCS helps adult students that have qualified for the Workforce Innovation and Opportunity Act (WIOA) to acquire skills to survive and prosper in the 21st century. Student success is supported by the CBCS philosophy, which includes the following components:

- Tailoring education programs to meet each student's individual needs
- Taking into account individual learning modalities
- Assessing students on an ongoing basis
- Hiring, supporting, and continuously training high-quality teachers and staff
- Working closely with students and County partners to assure full support for student success
- Establishing staff accountability for producing positive outcomes
- Identifying interests, life goals and discovering a career aligned to those interests and goals

CBCS seeks to develop literate, educated thinkers and achievers who demonstrate the skills and knowledge required to be an educated person in the 21st century. The CBCS program is designed to enable its students to become self-motivated, competent, and lifelong learners who exhibit the following:

- A desire to pursue knowledge

- A desire for continued education and training
- Motivation and the capacity for lifetime learning
- Self-respect and respect for others
- The ability to apply facts and theories to solve problems
- The ability to participate productively in the economy and the community
- Skills required to be employable in today's workplace

How Learning Best Occurs

CBCS believes students learn best in educational environments that provide opportunities to explore, understand, and apply concepts and skills necessary to become independent problem solvers. Optimal learning environments are physically and emotionally safe and contain the necessary supports and structures that promote the development of character and self-discipline. In these environments, teachers are respected, supportive, and trusted. The curriculum is based on real life applications and presented in small group and individual settings, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on the individual needs of the students.

The educational philosophy of CBCS is based on the fundamental belief that learning best occurs for adult learners when the following are true:

- The learning environment is safe, supportive, and respectful
- Work is challenging and accessible to all students
- Students are allowed to be creative
- Students have voice and choice
- Learning opportunities are expanded by accessing various segments of the Merced County community and through partnerships with community-based organizations as well as private and public agencies
- All learning modalities and styles are incorporated into instructional design
- Students understand that learning tasks have purpose, meaning, and application beyond the academic setting
- Instructional activities are integrated, meaningful, and engaging
- Learning and real-life experiences are considered teaching and learning tools

Annual Goals and Annual Actions to Achieve Them

CBCS aims to prepare students for success by providing a supportive school environment focused on increasing academic and social skills while providing

employability skills instruction. CBCS operates as a unique public charter school with the following overarching goals:

- To provide students with expanded educational opportunities beyond the traditional public school system
- To reach students who have dropped out of school or aged out of school
- To educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning
- To increase student learning and academic performance
- To provide students with alternative methods to master core content standards
- To foster rigorous learning experiences aligned to state standards
- To increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential
- To stimulate students' natural interests and curiosity
- To provide individualized instruction through a student-tailored, standards-based curriculum
- To develop learners who are self-motivated
- To support students in their identification of life and career goals and to assist their transition into employment

CBCS is accountable for meeting these goals and achieving measurable pupil outcomes through a performance-based system. The following annual goals and annual actions will be implemented with an eye to the overarching goals listed above.. CBCS recognizes that the majority of its students are socio-economically disadvantaged, and annual goals and actions were developed to address the needs of this population.

Goal 1: Students, staff, and educational partners work together to develop an academic and career plan that leads to graduation from high school and moves students towards higher education/technical training and better job opportunities.
Rationale: Students continue to enroll at academic levels below their grade level as determined by course and curriculum placement. Current diagnostic assessments show a need for increased academic support for students. In addition to academics, the school will develop their soft skills in order to obtain more gainful employment.

Action	Action Description
Technology	Ensure students and staff have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment. Our school will monitor online school safety with a management program.
Schoolwide Data Plan / Assessments	The school will review and refine the assessment system used to determine where students are academically and to determine the need for intervention and remediation. The system will include the use of diagnostic and formative testing and analyzing surveys to identify student needs and supports.
Counseling and Career Guidance	Staff will provide opportunities for students to develop individual learning plans, complete career assessments, portfolio development, and workshops on career and college guidance. Support will include signing up for college and financial aid and/or other training opportunities.
College and Career Activities	To help students understand their college and career options, the school will provide workshops on colleges, universities, technical training programs, and select businesses to help students gain a better idea of the opportunities available for them.
Highly Qualified Staff	Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students
Professional Development	Based on data and staff input, professional development will be provided in the form of coaching in instructional strategies to support adult learners. Staff will also be encouraged to attend workshops and conferences provided by MCOE and other districts.
Elective Course Options	To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest.

Action	Action Description
Targeted Instruction Support Program (Staff/Materials)	To address identified academic gaps among low-income students, English learners, foster youth, and students with disabilities, the school will implement a comprehensive Targeted Instruction Support Program. This action combines staffing and materials to deliver both individualized and small group instructional interventions. The program will employ support staff to provide tutoring aligned with student data, including assessment scores, grades, and social-emotional indicators. Intervention materials—primarily in English language arts and math—will be provided to support learning recovery and acceleration. Materials in other content areas will be added as recommended by instructional staff based on student needs.
Supplemental Supports/Tutoring	To provide more opportunities for student support, the school will seek tutors through internal programs and/or service providers. Supplemental staff will provide additional tutoring hours, support applications to college and completing financial aid applications and provide assistance in monitoring families for students.
Curriculum & Instructional Materials	Students of all backgrounds must be held to high levels of academic rigor and expectations. To support this belief, the school maintains, refines, and/or revises the curriculum offerings and materials. This includes revising current a-g offerings and providing more in not only the core curriculum, but in CTE options as well.
Workforce Investment	The school will maintain agreements with agencies supported by the Workforce Innovation and Opportunity Act (WIOA). Such agencies will include Empower and Worknet. Partnerships will provide a more seamless transition and support structure once students achieve the minimum qualifications for training.
MTSS Tiered Intervention System - Academic	School data shows a need for improvement in academics. To address this need, the school will utilize a tiered intervention system based on diagnostic, curriculum embedded, and state assessments as well as students grades and staff.

Related State Priorities
Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2: Maintain a welcoming and comfortable learning environment where students feel connected to the school and community.

Rationale: In Educational Partner surveys, current and former students noted the atmosphere at CBCS as being more welcoming and supportive than their previous educational setting. Staff also stated that removing previous barriers to a student's education will help make students more successful.

Action	Action Description
Facility Maintenance	The school has always been in the Good/Exemplary rating on the Facility Inspection Tool (FIT). To maintain this, the school will ensure adequate facilities conducive to learning through adding and upgrading buildings and equipment as needed. Maintenance and Operation costs are also included in this action.
Staff to Student Communication	Ensure staff is in regular contact with students. Such contact will include the use of Parent Square for messages to all students or a select group of students. Regular contact will be done through conference calls, Zoom meetings, or individual meetings between students and staff. Bilingual staff will provide translation support for families that require it.
Family Support Workshops	The school understands the importance of supporting CBCS students and their families. especially when it comes to school attendance and work completion. To better support students and their families, the school will conduct workshops and/or trainings to support families with the school program and students with developing effective coping and resiliency skills to improve their overall well-being.

Community Engagement and Outreach	To better support the needs of students facing adverse conditions, the school will partner with community agencies and seek out additional resources. Through marketing and promotion, the school will create partnerships and seek donations to support the student's economic and social-emotional needs.
School Events	Continue with school events such as orientations, Open House, and graduation to involve students and their families with the school.
Related State Priorities	
Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)	

Goal 3: Increase the 4/5 year cohort graduation rate of the school to 50%	
Rationale: The vision and mission of Come Back Charter School is to provide opportunities for adult students to attend school and complete credits, which leads to earning their high school diploma.	
Action	**Action Description**
MTSS Tiered Intervention System - Attendance	The school will utilize a tiered attendance system. The school will establish an attendance review team to review attendance data on a biweekly basis and identify universal, strategic, and targeted support for students to re-engage them in their education.
Credit Completion	To improve credit completion, and thereby graduation completion, the school will monitor student credit completion and develop and implement interventions for students to promote credit completion.
Homeless Students	Homeless students are part of the Socioeconomically Disadvantaged (SED) student group on the CA School Dashboard. CBCS has a need to improve the Graduation Rate for SED student groups. CBCS will provide resources to Homeless students to reduce barriers of accessing and attending school.

Summer Session	To increase graduation rates for our SED student group according to the CA School Dashboard, CBCS will offer summer session for seniors who need to complete credits in order to meet graduation requirements.
Positive Incentives	CBCS will provide incentives to students to encourage participation, positive behavior, attendance, and connection with the school. Incentive points will be tracked utilizing the school's PBIS system.
Related State Priorities:	
Priority 5: Pupil Engagement (Engagement)	

Program Overview

Students to be served by CBCS will not have completed the credits needed for a high school diploma. They will have either dropped out of high school, will have “aged out” of the system, or will have been unable to complete required credits due to involvement in the justice system. CBCS students are individuals who have strayed from their educational paths but are committed to returning to school and being successful.

CBCS is made up of two programs. Both CBCS programs focus on the long-term success of students, including attainment of a high school diploma, transition to post-secondary education and/or career technical education, and career-oriented job paths. Students at CBCS experience an integrated education approach connecting job skills and practice to high school content.

In the main CBCS program, all CBCS students are currently served exclusively in partnership with the Merced County Workforce Development Board (WDB), the local administrator of Workforce Innovation and Opportunity Act (WIOA) programs. WIOA is a federally funded program designed to increase employment, job retention, earnings, and occupational skills. The WDB has agreed to refer adults to the CBCS for high school completion. Similarly, CBCS will refer its students to the WDB for the general and career services offered through the WIOA. CBCS staff and other partners support career technical skills, life skills, and work curricula for participating students. Participating students make their way through career technical skills supported by the school and WIOA, as required by Education (Ed.) Code §47612.1.

The Merced County Office of Education and the WDB have partnered together successfully for many years in a variety of efforts. For example, since 2003 MCOE has been contracted by the WDB to provide the WIOA EMPOWER youth program for Merced County. The program serves eligible youth ages 18-24 with adult mentoring, educational and vocational assessment, the development of an Individual Service Strategies, career technical training, educational support, and work experience. CBCS students who meet the eligibility requirements are referred to EMPOWER. Additionally, the WDB has contracted with the MCOE Regional Occupational Program (MCOE/ROP) to provide career technical education (CTE) to WIOA eligible adults throughout Merced County. Current available training includes topics such as Accounting, Computerized Office Technology, Construction Technology, Foundations in Early Education, Medical Assisting, Medical Office Administration, Automotive Technology, Manufacturing Technology and Logistics, Construction and Solar Technology, and Marketing Occupations/Customer Service. This system of referrals between agencies for all levels of WIOA services, from general services to career services, has been in place since the authorization of the original Workforce Innovation Act in 1998.

A secondary program at CBCS serves incarcerated adults, who by the nature of their incarceration, are not automatically served by CBCS's exclusive WIOA partnership. To be eligible for enrollment at CBCS, non-WIOA, incarcerated students must be:

1. Age 19 or younger, or
2. Students who are 20 through 22 years old, who have been continuously enrolled in public school in pursuant to a high school diploma (or, for special education students, an individualized education program) since 19 years of age, and are making satisfactory progress towards a high school diploma or have services through an IEP (Ed.) Code §11960(c)(1)(B).

In all other ways, the two programs are identical and are referred to as "the program" in this petition.

While there are adult education options to serve at-risk young adults in the community, CBCS has been designed specifically to address the barriers that cause a certain portion of the adult student population to "fall through the cracks" of the existing system. CBCS is based on a charter school model in operation in other communities in California, and its concept has been refined to specifically address the known unmet needs of Merced County residents. The narrowly defined target population for CBCS has historically been underserved in Merced County. CBCS utilizes a menu of learning opportunities for students within an independent study program. As appropriate to the

student's context and course of study, these opportunities may include distance learning, work-based academic skills integration, service learning, classroom-based instruction and/or field study.

Program Components

Curriculum and Instruction – The core of the CBCS curriculum is focused on California Common Core Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. To support English Learners, core subjects also integrate the California English Language Development (ELD) Standards. For science, CBCS utilizes the Next Generation Science Standards (NGSS). Students receive appropriate grade level state standards-aligned materials including reading and math interventions, if needed. Core content materials are aligned with the State of California adopted frameworks and standards.

Online Courses & Technology – As CBCS prepares students for 21st century careers, students must have the ability to utilize technology and adapt to newer innovations. In addition to the curriculum and instruction mentioned above, CBCS offers online courses aligned to California Common Core State Standards, including credit recovery and career-technical education. CBCS provides electronic devices for students to access online courses and learning opportunities to increase skills in technology applications and software. These skills are transferable to the ever-changing learning and business environments.

Distance Learning – Students may participate in distance learning opportunities through dual enrollment courses with community colleges. CBCS partners with community colleges to provide college courses to students. These courses may be provided through both online and through correspondence distance learning methods.

Counseling – Academic and career guidance is provided by the counselor and supervising teacher with the support of administration. In collaboration with students, the counselor and supervising teacher develop Individual Learning Plans (ILP) that include transcript reviews, post-secondary goals, and career plans. Students meet individually with the counselor or supervising teacher to develop their ILPs during the first appointment meeting after enrollment. ILPs are reviewed at least once a semester. If a student is struggling with meeting his or her ILP, more frequent review meetings with the student are made by the counselor and supervising teacher. Upon initial enrollment, a student's grade level placement (between grades 9-12) will be determined based on their current credits earned.

Program Orientation – Enrollment in CBCS is voluntary, and prospective students are provided with an orientation to the CBCS instructional program, policies, procedures, and expectations prior to a decision to participate. After enrollment, students are given an academic assessment to determine basic skill levels. School staff meet with students to discuss the students' needs, goals, and previous schooling experiences to help determine if CBCS is a good fit. As all students are 18 years and older, parent/caregiver participation is not required, unless another party is their education rights holder. Family participation is encouraged, with student consent.

Assessment – Students are assessed upon enrollment. Following assessment, students meet individually with the supervising teacher to determine their educational program and personal educational goals. Meeting discussions include program expectations and course work.

CBCS students take initial academic placement assessments as well as assessments throughout the year with the purpose of identifying student needs/growth areas in targeted academic curricular standards and monitoring student progress. CBCS staff are asked to work as a team based on the Professional Learning Communities (PLC) model to regularly monitor student achievement data and make necessary adjustments to provide extra support or acceleration for students. When applicable, CBCS students participate in the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC).

High School Requirements – The curriculum taught by CBCS meets all state standards and community college entrance requirements. Subjects taught include English, Health, Computer Literacy, Life skills, World History, United States History, Economics, Civics, Mathematics, Life Science, Physical Education, and Physical Science. To attain a high school diploma, students must earn a total of 180 credits. High school students in grades 9-12 will receive credits for courses passed, and credits are transferable to other high schools. Grade level determination is made based on the credits a student has earned prior to enrollment in CBCS. Credits earned at other accredited institutions, including high schools and junior/community colleges, will be added to the transcripts of CBCS students and counted toward graduation.

Standards-aligned Core Curriculum – All students receive instruction in the California State Content Standards common core curriculum in English language arts/English

language development, mathematics, history-social sciences, and science. California State Content Standards in English language arts and mathematics have been aligned with other states in an effort toward nationwide Common Core Content Standards. Students receive appropriate grade level state standards-aligned materials including reading and math interventions, if needed. Core content materials are aligned with the State of California adopted frameworks and standards.

CBCS follows the California public school requirements for charter schools, independent study programs and nonclassroom-based programs, verified in an annual audit. The maximum student-to-teacher ratio is determined by the collective bargaining agreement between MCOE and MCOTA. Independent study students are supervised by an appropriately credentialed teacher.

CBCS complies with all requirements for independent study set forth in County Board Policy 6158 and Administrative Regulation 6158, all other polices and regulations of the County Board and County Superintendent governing independent study, and all legal requirements for independent study applicable to charter schools, including but not limited to the following:

1. All public school guidelines for independent study will be evident in the charter school's annual audit per Education Code section 47612.5(b).
2. CBCS will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code section 51745.6
3. CBCS acknowledges that each independent study student will be supervised by an appropriately credentialed teacher in accordance with Education Code section 51747.5(a).
4. CBCS acknowledges that apportionment credit for independent study may be claimed only to the extent of the time value of pupil work products, or the combined time value of pupil work product and pupil participation in synchronous instruction, as personally judged in each instance by a certificated teacher per Education Code section 51747.5(b).
5. Content will be aligned to grade level standards that are substantially equivalent to in-person instruction as required by Education Code section 51747(c).
6. CBCS will engage in tiered reengagement strategies as described in Education Code section 51747(d) and County Board Policy 6158and Administrative Regulation 6158.
7. CBCS requires that a current independent study master agreement (Master Agreement) for each CBCS student participating in independent study be

maintained on file, and will include, at a minimum, all of the requirements set forth in Education Code section 51747(g), including the following:

- The level of satisfactory educational progress and the number of missed assignments that is allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in the Independent Study method of instruction, or if other methods of instruction should be explored
- The manner, time, frequency and place for submitting a pupil's assignments and for reporting his or her progress
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work
- The specific resources, including materials and personnel, which is made available to the pupil
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work
- The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement.
- A statement of the number or course credits to be earned by the pupil upon completion of the agreement
- A statement detailing the academic and other supports that will be provided to address the need of pupils who are not performing at grade level, or need support in other areas
- The inclusion of a statement in each independent study agreement that independent study is an optional education alternative in which no pupil may be required to participate

Each written Master Agreement shall be signed, prior to the commencement of independent study by the pupil, by the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

Instruction – The CBCS instructional program is designed to provide students with individual or small-group classroom-based instruction opportunities as appropriate, particularly in areas of intervention and career exploration/training. While most student-teacher contact is through 1:1 appointments, small group instruction is utilized as needed.

Career Technical Education (CTE) – Our partnership with MCOE Regional ROP offers our students high quality CTE programs in seven industry sectors. ROP programs allow students to explore career options, gain employability skills, earn high school credits, prepare for advanced education and training, learn new job skills and/or increase work experience, and earn credits at local community colleges. In addition to the skills developed for specific fields, each program helps students develop an employability portfolio, review effective interviewing techniques, and identify sources of employment.

Dual/Concurrent Enrollment Credits – CBCS offers its students the opportunity to participate in a dual enrollment program in partnership with Merced College. Additionally, with the approval of the charter administrator, verified completed credits from Merced College or other accredited institutions of higher education may be accepted for up to 50 elective credits. To qualify for transfer, official transcripts must be provided as proof of both course completion and the final grade. Only credits that meet the institution's criteria will be considered for approval.

Partnerships – CBCS programs are strengthened through collaboration with a variety of community partners, including mentors, businesses, and worksites that partner with CBCS teachers, students, and parents. These partnerships may provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities. Additionally, CBCS, as appropriate, will partner and collaborate with local law enforcement and agencies that serve the target population, such as the Merced County Sheriff's Office, the Merced County Probation Department, and local youth and foster care services agencies (for those who may have recently aged out of foster care) to encourage engagement and support transitions.

Prosocial Behavior Support – CBCS provides a supportive school environment that focuses on increasing academic and pro-social behaviors. All CBCS staff members receive focused training on research-based practices that support developing student resilience and helping students to resist risky behaviors in order to reduce barriers to learning. The training specifically addresses the behavior supports necessary for adult learning.

Professional Development - Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Staff at CBCS is provided professional development that is ongoing, experiential,

collaborative, and connected to and derived from our vision, mission, and school goals. Professional development topics, number of sessions, and number of hours vary year-to-year based on evolving needs. In the most recent school year some of the professional development topics included teacher fundamentals, trauma-informed instructional practices, and emotional intelligence.

Calendar

As an MCOE school, CBCS offers a 180-day instructional program and the full-time equivalent teacher contract is 184 days, or as stated in the MCOE/MCOTA collective bargaining agreement. The school calendar is developed annually following the timeline and procedures of MCOE schools. In order to accommodate the work and family obligations of adult students, the extended operational hours range between 6:30am and 7:00pm. The operational hours ensure that CBCS meets the minimum required annual instructional minutes.

Dashboard Alternative School Status (DASS)

CBCS has DASS status. DASS schools are schools that serve high-risk youth and can include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These schools must have an unduplicated count of at least 70 percent high-risk students within the school's cumulative enrollment (upon first entry to the school) to be eligible for DASS. All application-based DASS schools will be required to re-apply every three years (i.e., if a school is approved in 2024 for the 2024–25 school year to participate in DASS, th school must reapply in 2027 for the 2027–28 school year to continue their participation in DASS for the Fall 2028 Dashboard). If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS

Plan for English Language Learners

CBCS is committed to high levels of academic success for all students, including English Learners (EL). CBCS meets all applicable legal requirements for ELs including, but not limited to, annual notification to adult students and/or their education rights holder; student identification, placement, research-based English Language Development (ELD) and core content instruction; progress monitoring and intervention; teacher qualifications and training; reclassification criteria, and a process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements. CBCS emphasizes continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies.

Home Language Survey - CBCS shall comply with all applicable state and federal laws related to the education of English Learner (EL) students. CBCS follows the MCOE policies and procedures for the provision of services to EL students including identification and assessment upon initial enrollment in a California public school. The Home Language Survey is administered to determine each student's primary language. Any student who is identified as having a primary language other than English and who has not been previously identified as an English Learner by a California public school, or for whom there is no record of results from the administration of an English language proficiency test, shall be assessed for English proficiency using the English Language Proficiency Assessment of California (ELPAC).

Assessments - All students up to the age of 21 who indicate that their home language is other than English are given an Initial ELPAC test within 30 days of initial enrollment, if:

- They are entering a California public school for the first time for the school year, have no record of results, or
- Have never taken an ELPAC test for another reason, and
- They do not have a previous EL designation in CALPADS

Students designated as English Learners are tested annually thereafter until reclassified as fluent English proficient. EL students also participate in other state mandated tests.

Reclassification Procedures - Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. Reclassification procedures will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC) (ELP Criterion: Summative ELPAC Overall Performance Level [PL] 4; and, Alternate ELP Criterion: Summative Alternate ELPAC PL 3)
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery.
    a. The EL student is able to participate in grade level core English class and meets or is approaching the standards for their grade level with a grade of C or better
3. Parent opinion and consultation

a. These consultations should lead to a reclassification discussion, held prior to decisions, that includes parents and yield collaboratively developed ideas, plans, and decisions for any change in classification as well as support to be provided during the four-year RFEP monitoring period. These consultations give parents or educational rights holders the opportunity to discuss progress and data or to voice any concerns and questions about their child's likely reclassification.
b. LEAs should focus on the information that makes the student eligible, any necessary supports for the student to succeed in rigorous, grade-level learning, and how to monitor and meet these needs via the RFEP monitoring process.

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age
    a. Smarter Balanced Assessment Consortium English language arts scores, LEA benchmarks, or other assessments identified by the LEA that measures progress in English language arts can be used to meet the requirements for Criterion 4. Progress can be measured by a set score or point span depending upon the educational research and value.

Outcomes

The goals of the English Learner (EL) Program are to provide students:

- Development of proficiency in English and in the district's core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average MCOE student of the same age or grade level whose primary language is English.
- Equal access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that is equivalent to their peers, experience success, and will sustain adequate psychosocial adjustment
- To have students function successfully in the English language.

The needs of English Learners are met through:

- Progress monitoring through assessment of growth in attaining English proficiency.
- Integrated ELD strategies and supports across the disciplines.

- Designated ELD course to develop critical English language skills, knowledge, and abilities needed for content learning in English. ELs are enrolled in a designated ELD course to support their proficiency in English. Teachers will support ELs in their designated ELD course through regularly scheduled meetings with students.
- Access to highly qualified teachers authorized to teach ELs.
- Content teachers use of scaffolding and engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Individual Learning Plans with specific goals identified for increased English literacy skills that are reviewed each semester of enrollment and revised as needed.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers, as feasible.
- Encouraged participation of family members, students, and community members in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/caregiver home language.
- Providing ELs full access to a rigorous curriculum through a variety of SDAIE techniques and strategies, guided by research-based principles for teaching EL students. Such strategies include:
    - Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
    - Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
    - Use of higher order thinking questions, modeling thinking language by think-alouds, explicit teaching, test and study skills, and high expectations.
    - Use of the native language to increase comprehensibility.
    - Total Physical Response (TPR).
    - Language Experience (Dictated Stories).
    - Scaffolding and activating prior knowledge.
    - Use of realia and manipulatives.
    - Project-Based Instruction

Plan for Students Who are Academically Low or High Achieving

Since CBCS's students, by definition, have historically struggled to find success in the school system, it is not surprising that they bring with them a pattern of absenteeism

and often require a slower pace of learning than their peers who successfully completed their high school careers in four years. In order to better support our students to obtain their diplomas, we have a dedicated School Counselor for CBCS students. This counselor provides support in the form of 1:1 check ins, home visits, and future planning. We have also increased Central Office touchpoints with CBCS, including providing the support of a Family Liaison, a Teacher on Special Assignment, and a Community Schools Coordinator. This team plans school events, provides professional development, and has established avenues for feedback from students and staff alike. We believe these additional layers of support will result in increased student connection to their school and increased individual support. We know that when students feel more connected to their school community, their attendance improves, and as attendance improves, so do opportunities for learning.

The academic intervention/extension process follows the guidelines of a Multi-Tiered System of Support (MTSS). As described previously, incoming students are assessed as part of the enrollment process. Based on these assessments an intervention plan is prepared and implemented as necessary as part of the student's Individual Learning Plan. Support and intervention services, including tutoring and support class services, are provided for low achieving students.

When students fail to show progress after accessing tutoring and support class services, they are referred to a Student Success Team (SST). The SST includes the student, his or her teachers, and the school administrator. The School Psychologist is invited if there is a possibility a special education referral is warranted (for students under the age of 22). At the SST meeting, the team reviews the student's strengths and areas of concern. Student goals are established and responsibilities assigned. An SST Solution Sheet is signed by members of the SST to act as a summary of the meeting and to represent a working contract with the student. A follow-up SST session is scheduled, typically after six weeks, to review the student's progress and determine next steps. This SST process continues until a successful intervention strategy is established. A thorough SST process may result in referral to Special Education, or the establishment of a 504 plan, if students qualify for those services.

Students are considered high achievers based on the transcript evaluation, scores on orientation assessments, scores on appropriate state standardized tests, or on teachers' observations and/or quality of work. High-achieving students receive instruction moving beyond the standard curriculum, including project work in the area of their career choice or college preparation.

Based on CBCS's target population, it is expected that few students will perform at the standard required for entrance to the University of California (UC) or California State University (CSU) systems. Consequently, CBCS currently does not provide coursework sufficient to meet all of the entrance requirements of UC and CSU. CBCS also does not currently provide Advanced Placement courses. CBCS instead focuses resources on alternatives as described in Program Components.

Plan for Special Education
CBCS shall assure that a Free Appropriate Public Education (FAPE) is provided for all students with disabilities attending CBCS in accordance with the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. Section 1400 et seq. and implementing regulations. CBCS is considered a school of the MCOE for the purposes of special education and complies with all federal and state law concerning students with disabilities, as well as all applicable County Board policies and regulations and County Superintendent policies related to special education and all policies of the Merced County Special Education Local Plan Area (SELPA).

SELPA Membership - Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It is understood that CBCS shall not discriminate against any pupil in its admission criteria on the basis of disability. CBCS is represented by the County Superintendent at SELPA governance meetings. CBCS representatives attend SELPA District meetings and trainings.

Come Back Charter School Responsibilities - CBCS delivers the required and appropriate special education services to all eligible students unless other agreements have been reached between the MCOE or Merced County SELPA regional providers. All agreements are documented on IEPs.

Services include:

- Child Find, to assure that all students with disabilities are identified, located, and evaluated.
- Initial, annual, and triennial evaluations.
- Individual Education Plan (IEP) development.

- Service delivery for all provisions as delineated on students' IEP. CBCS is solely responsible for providing special education services to enrolled students.
- Special education transportation as indicated on IEPs.
- Due process/compliance proceedings and related attorney fees.
- Nonpublic school/agency placements.
- Submission of all required reporting, etc. to fully comply with Merced County SELPA and California State Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral - CBCS may refer students for SST to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress;
- Social/Emotional development;
- Physical limitations; and/or,
- Behavioral history.

Students shall be referred for special education assessment only when their individual needs interfere with school performance and resources of general education have been considered or applied, or if requested by an adult student or educational rights holder. Objective and complete data is collected during an initial SST referral to ensure that appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). At all SST meetings, teachers and/or counselors are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions will not be warranted. If progress is not noted, the SST may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments.

As stated above, a formal request from an adult student or educational rights holder to assess for special education supersedes the SST process and CBCS staff complies with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Special Education Programs and Services - Upon enrollment of a student with an IEP (up to the age 22), a CBCS administrator or administrator designee will meet with the student to review the student's current IEP, review transcripts, and discuss course assignment, as consistent with procedures utilized by all MCOE schools. The needs of special education students are met through:

- An assessment of progress in meeting student's IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable successful participation in the core curriculum. Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications listed on the IEP.
- Individual Learning Plans (ILPs) with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed.
- If an adult student gives permission, encourage participation of family members in outreach activities.
- Special education English Learners' IEP goals will reflect the individual student's linguistic objectives, including ELD-aligned standards.
- Collaboration between CBCS, MCOE and the Merced County SELPA to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development - CBCS adheres to the legal mandates outlined in the Individuals with Disabilities Education Act (IDEA) in implementing regulations. When a student with an active IEP transfers to CBCS he/she is provided an interim special education placement and a 30-day IEP will be held on the corresponding Merced County SELPA forms. After the interim placement, staff, the student and/or the student's representative may revise the IEP with appropriate goals and access to services at CBCS or to consider alternate placement options, if the student's needs cannot be met at CBCS, such as non-public schools or non-public agencies.

The IEP team is composed of the student (and requested representative[s]), a general education teacher, special education personnel who is working with the student, and an administrative representative. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to adult students as frequently as their general education counterparts (but no less than three times per year).

Plan Review and Eligibility Evaluation - When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CBCS will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. CBCS staff will attempt to distribute written assessment reports to the student prior to the IEP meeting. In the event this is not feasible, CBCS will ensure copies of the reports are available at the meeting. CBCS will utilize the Merced County SELPA web-based Special Education information system to complete all IEPs and report CASEMIS information.

At least once every three years up to age 22, a student is reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student does not meet the criteria or is not found eligible for Special Education, a Section 504 accommodation plan may be offered if the student has an impairment that substantially limits one or more major life activities requiring accommodations to access education.

Identification of Bilingual Special Education Students - Before a student whose native language is not English is referred for special education, their level of English proficiency is determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt is made to have personnel fluent in the student’s native language and familiar with their native culture to participate during the SST process and during the referral, assessment, and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student is used to determine the language that he/she is assessed in when a formal referral to special education is made. This is documented on the assessment plan. Bilingual personnel will interpret during IEP meetings and are available to translate all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested by the education rights holder. All goals and objectives for bilingual students are linguistically appropriate and are developed so that the student's language acquisition needs are taken into account.

Staffing, Curriculum, Service Provisions, and Student Accountability - All special education services are provided by highly qualified staff as defined by MCOE's Human Resources Department. Special education services supplement general education and do not supplant other sources of federal, state, and local funds apportioned to CBCS. Special education students are provided accommodations and/or modifications to allow access to the same core curriculum and assessments as their general education counterparts and as outlined on their IEPs.

All services, supplementary materials, or assistive devices required to access core curriculum are provided at no cost to the student. No facilities utilized for purposes of special education will present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

Disenrollment, Suspension, Expulsion of Students with IEPs - Attendance for special education services is monitored closely to ensure identified students' access to all services as outlined on their IEP. If a student with an IEP is identified (in accordance with the student handbook and MCOE policies and processes) as a student who has attendance issues (over 5 absences) CBCS will request an IEP meeting. Staff will also continue to monitor that the personalized learning model/independent study remains an appropriate placement for the student. The IEP team will monitor progress to assure educational benefit for the student.

Students with disabilities are disciplined in accordance with the Student Handbook and MCOE policies. Students with disabilities are afforded the protections in federal law against an unlawful change in placement. No student identified with an IEP or 504 plan is suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability. A school psychologist or Administrator is involved in all phases of expulsion proceedings and parent/student is provided due process rights

throughout. In cases where suspension (beyond 10 days per year) or expulsion is recommended following the Manifestation Determination Meeting, the Merced County Assistant Superintendent of Educational Services and Assistant Superintendent of Special Education for MCOE will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records - CBCS shall maintain all student's special education files, use appropriate forms/software, and file reports as necessary to maintain legal compliance. CBCS shall verify the accuracy of all reports and submit them in a timely manner as required by the Merced County SELPA.

Special Education Funding - As an MCOE School, CBCS shall be responsible for all special education costs in excess of revenues received from the MCOE Special Education Division as part of the MCOE bill back process. CBCS, in cooperation with the Merced County SELPA and MCOE, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to CBCS. Special Education funding is provided for students up to age 22. CBCS is responsible for all costs related to alternative placement and services.

Student Concerns/Complaints - Concerns regarding special education services shall be directed to CBCS administration. CBCS administration and staff shall address the student concerns. CBCS will address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEA compliance. CBCS may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet CBCS's responsibilities under federal and state law. In the event that a student, or their legal representative, files for a due process hearing, CBCS shall be responsible for proceedings including any costs and fees.

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disability Act of 1990

CBCS recognizes its legal responsibility as a public school of the MCOE, to ensure that no qualified person with a disability is excluded from participation, denied the benefits of, or otherwise subjected to discrimination in any program of the school, based on his or her disability. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for

accommodation at CBCS within the requirements of the ADA. CBCS will utilize its Student Success Team process to guide the referral of students for evaluation under Section 504 or the Individuals with Disabilities Education Act (IDEA). CBCS will follow the identification, referral, development, and monitoring procedures outlined in MCOE policy and the 504 plan. Once a student is identified as being eligible for accommodations under this provision, a team is established and will develop an annual 504 plan for the student. No student otherwise eligible to enroll in CBCS is denied enrollment due to a disability or the school's inability to procure necessary special education services. CBCS shall assume responsibility for compliance with Section 504 of the American with Disabilities Act (ADA).

Graduation Requirements

Students who satisfactorily complete 180 semester credits in grades 9 through 12 will receive a Come Back Charter School diploma from the Merced County Office of Education.

Required Subjects	Required Credits
English	
English I	10
English II	10
English III	10
Math	
General Math	10
Algebra 1	10
Science	
Life Science	10
Physical Science	10
Social Studies	
US History	10
World History	10
American Government	5
Economics	5
Visual & Performing Arts/Foreign Language/ American Sign Language/Career Technical Education	10
Physical Education	20
Electives	50
Total Required Credits for Graduation	***180***

Transfer of Courses / College Entrance Requirements—How students and educational rights holders will be informed about the transferability of courses to other public high schools.

CBCS will inform students and educational rights holders about the transferability of courses to other public high schools by reviewing this information in the intake meetings and providing the information in the Student Handbook. CBCS will continue to offer A-G courses, which meet college entrance requirements. A list of all A-G courses will be provided during intake and in the Student Handbook.

How students and educational rights holders will be informed about the eligibility of courses to meet college entrance requirements.

Students and educational rights holders are informed about the eligibility of courses to meet college entrance requirements through the Student Handbook, and through information given at orientation meetings. The Handbook provides details on how courses aligned with the UC/CSU "A-G" requirements can be considered to meet college entrance qualifications.

How each student will receive information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application at least once before the student enters grade 12.

CBCS staff provide information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) and California Dream Act Application to each student at least once before they enter the 12th grade. Students meet 1:1 with the school counselor or other designated staff to complete both of these applications.

Element II: Measurable Student Outcomes

Student Outcomes

Graduates of CBCS will demonstrate appropriate grade-level mastery of the following core academic skills:

Reading and Writing Effectively

Pursuant to Common Core State Standards, CBCS prepares students to accomplish the following:

- Read fluently, think critically, and write informatively
- Use technology as a source of information and means of communication
- Read from a broad range of cultures, periods, and genres
- Apply trained judgement to a task

- Qualitatively analyze a text
- Build complex vocabulary and utilize new vocabulary in their writing and collaborative conversations
- Analyze text for the author's perspective and purpose
- Compare and contrast texts
- Evaluate evidence used to support a thesis or argument
- Write using grammatically acceptable English
- Adjust tone and style of writing for purpose and audience
- Support statements using documented facts, theories, and opinions
- Express ideas, work together, and listen carefully to integrate and evaluate information

Obtaining Life Skills
Students enrolled at CBCS will take courses in Health, Physical Education, Life Skills, Computers, as appropriate to their ILPs. In these courses, they learn to:

- Take personal responsibility for lifelong wellness
- Build healthy interpersonal relationships
- Improve personal fitness
- Learn about employment and college options
- Build skills as employees, consumers, and financial managers
- Understand the characteristics required for success
- Use of common technologies

Developing an Appreciation of History, Geography, and Current Events:
In completing courses in World History, United States History, and Economics, students learn to:

- Demonstrate an understanding of history and geography
- Identify relationships between past and present events, and evaluate causes and effects
- Compare people, places, and events through history, identifying similarities and differences
- Describe events and situations in political, economic, social, and intellectual terms
- Project future events using evidence from the past and present
- Apply physical and cultural geography to their understanding of societies Analyze current events around the world and in their communities

Developing an Understanding of Government Processes
CBCS students are exposed to wide range of texts and news media, enabling them to:

- Compare and contrast different political systems in the world
- Understand the formation of the United States and its Constitution
- Appreciate the balance of powers and the role of each branch of government
- Study the role of government and society
- Learn about their privileges and responsibilities in society

Understanding and Applying Math Concepts
Students enrolled at CBCS learn principles and applications of basic math, algebra, and other math concepts in order to:

- Choose and use appropriate mathematics and statistics to analyze empirical situations, understand them, and improve their decisions
- Justify decisions, prepare mathematical arguments, and reason quantitatively
- Summarize, represent, analyze, evaluate, and interpret data
- Reason with equations
- Determine probability
- Explore ways in which math is used in business, science, and daily life

Applying Scientific Concepts and Skills:
CBCS students study life and physical sciences and do the following:

- Observe, measure, compare, order, and categorize characteristics or behaviors
- Draw inferences about unknowns from information around them
- Understand the use of the scientific method
- Recognize the inter-relationships among the scientific themes (energy, interactions, patterns, and change) and their application to the four spheres (lithosphere, hydrosphere, atmosphere, and exosphere)
- Study the effects of the sciences, technologies, and societies on one another and on the environment

Developing Personal Interests and Preparing for Future Employment:

- CBCS, in collaboration with its partners, and in alignment with each student's ILP, exposes students to various academic, career technical, cultural, and social opportunities. CBCS's educational program assists students in identifying interests and skills they need to pursue these opportunities.
- The curriculum and programs implemented at CBCS are those specifically directed toward the needs of the target population, such as the EMPOWER

program, which provides educational assistance and job training to help youth ages 16-21 succeed in school, then transition to college and/or a career. EMPOWER participants are provided with basic education skills, tutoring, and study skills, with an emphasis on literacy and numeracy. EMPOWER participants may also receive paid and/or unpaid work experience, employability skills training, leadership development, placement in post-secondary education to include Career Technical Education and/or occupational skills training, support services, adult mentoring, comprehensive guidance and counseling, and follow-up services for at least 12 months after completion of participation in the program.

Specific Measurable Goals of the Educational Program
EC 47605.6(b)(5)(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

EC 47605.6(d)(1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools.

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Access to Broad Course of Study - master schedule/courses	2023/24 = 100%	2024/25 = 100%	100%

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
EL reclassification rate	2023/24 Adult ELs 12/21 = 57% ELs 1/9 = 11%	2024/25 ELs 1/13 = 7.7% Adults ELs 0/14 = 0%	Adult ELs 15% ELs 15%
STAR360 data from Consolidated Summary report in Reading and Math - SGP	2023-24 Reading All 7.0 ELL 4.2 Hispanic 6.8 SED 6.9 SWD 5.8 Math All 6.0 ELL 3.9 Hispanic 5.9 SED 5.9 SWD 4.5 New Baseline 2024-25 Reading SGP All 50% ELL 78% Hispanic 53% SED 44% SW 0% 2024-25 Math SGP All 36% ELL 56% Hispanic 34% SED 31% SWD 0%	2024-25 Reading SGP All 50% ELL 78% Hispanic 53% SED 44% SW 0% 2024-25 Math SGP All 36% ELL 56% Hispanic 34% SED 31% SWD 0%	2024-25 Reading SGP All 60% ELL 75% Hispanic 60% SED 60% SW 50% 2024-25 Math SGP All 50% ELL 50% Hispanic 50% SED 50% SWD 40%

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
College & Career Indicator (CCI)	2022/23 CCI - 0% prepared	2023/24 CCI - 0% prepared	10%
# of students enrolled at local community college	2023/24 - 0 students	24/25 - 0	10 students
# of students enrolled in job training	2023/24 - 0 students	24/25 - 0	10 students
# of Advisory Board Meeting s	2023/24 - 3 meetings	24/25 - 2	3 meetings
Sufficient core instructional materials	2023/24 - 100%	2024/25 - 100%	100%
Pupil Suspension Rate	2023/24 - 0%	2024/25 - 0%	0%
Pupil Expulsion Rate	2023/24 - 0%	2024/25 - 0%	0%
School Spring Climate Surveys % Students reporting strongly agree or agree	Old Baseline 2023-24 Spring Survey I feel safe in school = 100% I feel supported by school staff. = 92%	2024/25 - Positive Ratings School Safety 99% Support from School Staff 92% Sense of Belonging 86% Sense of Engagement 70%	Spring Survey School Safety 100% Support from School Staff 95% Sense of Belonging 90% Sense of Engagement 80%

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
	I feel staff truly care for me. = 100% When I feel upset.....there is someone I can talk to. = 85% I trust my ability to solve difficult problems 85% New Baseline (combined results) School Safety 100% Support from School Staff 92% Sense of Belonging 86% Sense of Engagement 70%		
Graduation Rate - 4/5 Cohort adjusted rate	2022/23 = 4/5-year rate All 24.1% SED 24.1% Hispanic 19.4%	2023/24 = 4/5-year rate All 47.6% SED 47.5% Hispanic 46.2%	4/5-year rate All 50% SED 50% Hispanic 50%
Graduation Rate – 1-year DASS	2022/23 1-year DASS rate All 31.1% SED 30.6% Hispanic 28.4%	2023/24 1-year DASS rate All 40.5% SED 40.1% Hispanic 35.4%	1-year DASS rate All 50% SED 50% Hispanic 50%

Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome
Attendance Rate as measured by P2	2023/2024 = 80%	2024/2025 = 86.3%	85%

These goals are reviewed annually and progress is based on the data from the metrics used to determine the achievement of each goal and the corresponding completion of the action items for each. The goals also address each of the 8 State priorities as identified in Education Code 52060(d).

CBCS assignments are personally tailored, according to the student's Individual Learning Plan and Career Plan, to build on each student's skills and to assist them in overcoming any challenges they face. The assignments align with California-approved Common Core State Standards.

To best serve the students and community, CBCS will continue to examine and refine its list of student outcomes to ensure that they reflect the school's mission, vision, and goals, and that they comply with any changes to state or local standards. If CBCS wishes to request an amendment of its approved charter, it will contact the MCOE administrator assigned to the school. The MCOE administrator will work with the school to ascertain whether the proposed amendment amounts to a material revision that requires County Board approval.

Element III: Student Progress Measurement

Methods of Assessment
Due to the age requirements of CBCS, the majority of students do not participate in CAASPP testing. The educational program aims to improve academic knowledge, skills, and motivation of students and CBCS continually evaluates student progress toward statewide performance standards through statewide and local benchmark assessments, diagnostic assessments, and formative assessments as required by Education Code §60602, et seq.

CBCS employs diverse assessment tools, including both summative and formative assessments, to measure academic progress of students. The assessment tools used at CBCS include standardized, authentic, and performance-based assessments as guided by the Common Core State Standards. While standard, on-demand assessments enable staff to monitor the performance of individual students and the effectiveness of the school's program, these assessments might not fully meet the needs of the CBCS target population or instructors. Therefore, CBCS may require students, teachers, and staff to participate in self-evaluation and alternative assessments to empower each to recognize and be responsible for student learning. To document student learning, the alternative assessments may include projects, exhibitions, and other tasks that students may complete during the year. CBCS engages students to the maximum extent possible in the assessment process.

Assessment activities include the following:

- Students are assessed after enrollment with accepted, standardized student assessment test(s) that identify current reading and math skills, as well as other subject areas, to assess for grade level placement in core classes required for graduation.
- Students are assessed periodically on the same assessment instrument to measure progress.
- Formative assessments measure each student's progress in mastering reading and math skills.

Students may be required to carry out the following activities related to assessment:

- Maintain portfolios of their work and accomplishments
- Conduct self-assessments
- Demonstrate competency and mastery of curriculum during exhibitions and oral presentations
- Demonstrate academic and job skills at work and internship sites

CBCS conducts frequent teacher/student conferences to give students ongoing feedback, and to ensure students are progressing toward their goals.

The primary goals for students enrolled in CBCS are:

- That they show significant improvement in reading, writing, and/or math skills, based on pre and post assessments.
- That they obtain a high school diploma

Use and Reporting of Data
Teachers and staff utilize a common Student Information System (SIS) to enter and access student data related to achievement scores from State tests, along with school benchmarks and common assessments. Staff members use the SIS to collect and analyze student behavior data (attendance, suspensions, behavior referrals, etc.) and credits completed toward graduation. The hardware and software of reporting systems is well-maintained by trained MCOE staff.

The school team meets a minimum of once a month to monitor student achievement and make adjustments in provision of extra time and support that may be needed by struggling students.

As part of the MCOE Student Programs division, the administrator of CBCS reports student assessment results to the Student Programs Admin team and shares assessment data with the County Board as requested.

Element IV: Governance Structure

Governance
Come Back Charter School is a public charter school authorized by the Merced County Board of Education and administered by the Merced County Superintendent of Schools through MCOE. The County Board serves as the Governing Board for CBCS and retains roles and responsibilities as defined in Education Code 1040 – 1047 for the Come Back Charter School.

The County Board members are publicly elected and represent districts (trustee areas) of the county. The MCBE is currently comprised of the following members:

Dennis Hanks	Term Expires 2026	Area 1
CURRENTLY VACANT	Term Expires 2026	Area 2
Frank Fagundes	Term Expires 2028	Area 3
Rodrigo Espinosa	Term Expires 2028	Area 4
Geneva Brett	Term Expires 2028	Area 5

The County Board complies with all rules, regulations, and laws governing the operation of public boards of education. It is in compliance with the Brown Act, Public Records Act, and generally accepted conflict of interest policies. Board members serve terms of

four years. The Merced County Superintendent of Schools is elected and oversees all MCOE and CBCS employees.

Role of Chartering Authority (MCOE)
MCOE is responsible for approving CBCS's annual budget, adopting curriculum, and acquiring real property for the purpose of housing programs and services. The processes for regularly reporting to the MCOE board are outlined in an MOU between CBCS and MCOE and are consistent with the processes required by other Charter Schools authorized by MCOE. The County Board meets once a month on the third Monday or Tuesday. All County Board meetings are held at the MCOE main complex located at 632 West 13th Street, Merced, California, 95341.

Role of Charter School
Come Back Charter School follows applicable policies set forth by the County Board and the administrative regulations set by the County Superintendent.

Director and School Administrators
The overall vision of the CBCS program and instructional leadership is provided by the Director with the day-to-day operations of CBCS provided by the School Administrators. Together, the Director and School Administrators make up the Administrative team, and:

- Select and evaluate staff;
- Enlist student and staff involvement;
- Administer and oversee student activities;
- Monitor the implementation of curriculum;
- Implement school policies;
- Work with the Student Programs office to select or pilot instructional materials;
- Recruit community and business partners;
- Participate in school/community affairs
- Promote professional and academic excellence;
- Manage technology programs;
- Administer budgets and other related fiscal responsibilities;
- Assure regular school/home communication; and,
- Resolve personnel and student issues.

Role of Chartering Authority
As the chartering authority, the County Board is responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in

Education Code Section 47604.32. The County Board is responsible for reviewing and taking action on charter petition renewal requests and has the authority to initiate revocation proceedings if necessary, as provided by Education Code Section 47607.

The County Board oversees CBCS in matters of policy, curriculum, finances, labor issues, and all other matters on which a public school would typically receive governance and guidance from the board of its school district.

Role of School Advisory Committee
School Advisory Committee/School Site Council and Parent Involvement - Community involvement in the operation of CBCS is integral to ensuring that CBCS addresses the needs, concerns and expectations of the students. The School Advisory Committee consists of the Director and/or School Administrators, teachers, staff, students, and community members. Advisory Committee teachers, staff, students, and community members are elected by a group of their peers. The Advisory Committee Bylaws can be found in Appendix B. The Advisory Committee meets three times a year and provides input to the Board on general school issues, policies, and other charter school interests and activities. The Advisory Committee is established to ensure the school program is aligned to the charter elements and to provide input on the LCAP goals and action/strategies, which serve as the replacement for the Single Plan for Student Achievement goals (SPSA). The Advisory Committee will approve the plan, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.

CBCS has a School Site Council (SSC) that meets in a similar manner as the Advisory Board, but with its own separate agenda and meeting minutes. The SSC is primarily responsible for the review and approval of the LCAP. CBCS holds separate elections for members of the Advisory Board and the School Site Council.

Considering that all CBCS students are 18 or over, family involvement is not required but is nonetheless encouraged. Students are over the age of 18 and actively participate in the decision-making process through the School Advisory Committee.

Element V: Employee Qualifications

CBCS staff is comprised primarily of administrative and instructional employees. Currently, each site includes an Administrator (Principal), secretary, clerk, counselor, at least one Ed Specialist, and general education teachers. The number of teachers at any

site depends on enrollment. CBCS also receives support from the Student Programs central office staff. Other staff may be added if deemed programmatically necessary.

Administrators (Principals) are required to have a Bachelor's Degree, a valid California Teaching Credential, a valid California Administrative Services Credential, at least 4 years of teaching experience, and at least one year of administrative experience. Teachers are required to have a Bachelor's Degree, a valid clear California Teaching Credential in a core academic area or a Multiple Subject Teaching Credential with EL authorization, and experience working with individualized instruction and/or experience developing curriculum for a nonclassroom-based program.

As CBCS is a charter under the authority of MCOE, CBCS employees are employees of the MCOE and the County Board retains control over all CBCS staffing decisions. All CBCS staff are hired through the MCOE Human Resources Department in accordance with MCOE policies and procedures. This department continuously verifies credentials. All teachers must meet the requirements of state and federal law. All CBCS employees will comply with all MCOE policies and regulations. A hiring panel interviews each applicant, including administrative, credentialed, and classified. All employees are required to be pre-screened, fingerprinted, submit to a criminal background check, and provide a Department of Motor Vehicle (DMV) report if necessary for their position. All CBCS staff are evaluated with the appropriate MCOE Evaluation forms and process for their classification.

Teachers at CBCS must be willing to be flexible in their work hours/days to accommodate student needs as defined in their Individual Learning Plans. Guest speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors, or be hired as MCOE employees. Agencies and organizations may provide services to CBCS through contracts.

CBCS adheres to all legal requirements relating to charter school employees, including those pertaining to credentialing. Additionally, CBCS recognizes that all employees, even those not considered "public employees," are subject to state and federal employment laws.

CBCS acknowledges that: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in

teaching it. All CBCS instructional staff, including certificated teachers and classified instructional paraprofessionals, are assigned in accordance with MCOE policies and California law.

Element VI: Health and Safety Procedures

Governing Law. EC 47605.6(b)(5)(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.

CBCS complies with all MCOE health and safety policies and regulations, including but not limited to:

- Policy 4020 – Drug and Alcohol-Free Workplace
- Policy 4030 – Nondiscrimination in Employment
- Regulation 4112.4, 4212.4, 4312.4 – Health Examinations
- Policy 4112.41, 4212.41, 4312.41 - Employee Drug Testing
- Policy 4112.43, 4212.43, 4312.43 – Employee Driving Record
- Regulation 4112.5, 4312.5 – Criminal Record Check
- Policy – 4119.11, 4219.11, 4319.11 – Sexual Harassment
- Policy 4119.41, 4219.41, 4319.41 – Employees with Infectious Disease
- Policy 4119.42, 4219.42, 4319.42 – Exposure Control Plan for Bloodborne Pathogens
- Policy 4157, 4257, 4357 – Employee Safety
- Policy 4157.1, 4257.1, 4357.1 – Work Related Injuries
- Policy 5030 – Student Wellness
- Policy 5136 – Gangs
- Policy 5137 – Positive School Climate
- Policy 5141 – Health Care and Emergencies
- Policy 5141.21 – Administering Medication and Monitoring Health Conditions
- Policy 5141.22 – Infectious Diseases
- Policy 5141.23 – Asthma Management
- Policy 5141.27 – Food Allergies Special Dietary Needs

- Policy 5141.3 – Health Examinations
- Policy 5141.31 – Immunizations
- Policy 5141.33 – Head Lice
- Policy 5141.4 – Child Abuse Prevention and Reporting
- Policy 5141.52 – Suicide Prevention
- Policy 5145.3 – Nondiscrimination Harassment
- Policy 5145.7 – Sexual Harassment
- Policy 5145.9 – Hate-Motivated Behavior

CBCS annually updates a Comprehensive School Safety Plan through the School Site Council (Education Code Section 32286). School Site Council works with educators, classified staff, students, and community leaders and consults with law enforcement to make sure plans are effective and current.

All CBCS staff are hired through the MCOE Human Resources Department in accordance with MCOE policies and procedures. All employees are required to be pre-screened, fingerprinted, submit to a criminal background check, and provide a Department of Motor Vehicle (DMV) report if necessary for their position. All CBCS staff are evaluated with the appropriate MCOE Evaluation forms and process for their classification.

Element VII: Means to Achieve Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. (Ed. Code § 47605.6(b)(5)(H).)

CBCS implements a student recruitment strategy that includes, but is not limited to, the following elements to achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English

proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of MCOE. So long as CBCS is DASS eligible, our first priority is maintaining requirements for DASS.

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the community, with all materials translated into Spanish
- Inclusion of CBCS among the listing of schools of choice offered by MCOE
- The distribution of promotional and informational materials via the school site, MCOE website, MCOE office, and via community groups and agencies that serve the various racial, ethnic, and interest groups reflective of the community
- An enrollment process that is scheduled and adopted to provide a timeline that allows for a broad-based recruiting and application process
- The scheduling of outreach meetings to reach prospective students
- Coordination of outreach to community partners through meetings

CBCS has an open enrollment policy. CBCS is nonsectarian in its programs, admission policies, employment practices, and all other operations, and does not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with a person with those listed characteristics.

Element VIII: Admissions

Governing Law: Admission policies and procedures, consistent with subdivision (e). (Ed. Code § 47605.6(b)(5)(M).)

CBCS shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.

All students will be considered for admission without regard to nationality, national origin, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability, or any other characteristic protected under the law.

CBCS complies with the provisions of the McKinney-Vento Homeless Assistance Act and, as applicable, ensures that each homeless student has equal access to the same free, appropriate public education as provided to other children and youths. CBCS is open to enroll and provide services for all students and provides a standard contact number for access to additional information regarding enrollment. CBCS complies with all applicable provisions of Education Code, sections 48850 – 48859, with respect to foster children and homeless youth. CBCS has the capacity to serve a maximum total of 220 enrolled students across all locations.

Student Admissions Criteria, Preferences and Priorities
Assessments shall not be administered prior to acceptance or enrollment. As stated in the previous section, all students are considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic.

The school shall admit all students who wish to attend the school. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, except for existing students of the school, shall be determined by a public random drawing. Preference shall be extended to students who reside in the County except as provided for in Education Code 47614.5.

Prior to the random drawing, CBCS shall provide preference to the following (listed in order of preference):

1. Family members of currently enrolled students
2. Family members of CBCS teachers, staff and founders
3. Students who reside within Merced County
4. Students who reside within adjacent counties to Merced County

In the event of a drawing, the County Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand. Admission to enter the charter school shall not be determined according to the

student's place or residence, or that of his/her education rights holders within the state, except in the case of a public school converting partially or entirely to a charter school, where admission preference shall be given to students who reside within the school's former attendance area.

If CBCS determines a drawing is necessary due to space limitations, a drawing is held within two weeks of the determination. Once the drawing is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list are offered admission in the order in which their names were drawn in the lottery.

Enrollment is open to any student wishing to attend. Informational orientations to review the independent study format and required independent study master agreement are held with any student who has expressed interest in attending CBCS. Potential students 18 and older, without a high school diploma are accepted as long as CBCS has not met its maximum enrollment capacity. A student may not begin instruction, however, until a fully signed master agreement is in place.

The enrollment process includes completing enrollment forms, including emergency information cards, and providing records documenting immunizations as required by law. After enrollment, CBCS requests transcripts from each student's previously enrolled schools in order to place them in the appropriate grade level and create an individualized plan of study.

Element IX: Audit & Fiscal Issues

Independent Annual Audit
CBCS is audited annually at the same time that MCOE performs its audit process. The audit verifies the accuracy of CBCS's financial statements, revenue-related data collection reporting practices, attendance, enrollment, accounting, and internal controls.

MCOE's Business Services Department is responsible for contracting with an independent auditor and overseeing the audit process. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider to conduct the audit in accordance with Generally Accepted Auditing

standards and the Audit Guide issued by the Controller of the State of California. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The K-12 public school guidelines for independent study are evident in the annual audit as per Education Code 47612.5(b).

The audit is conducted in accordance with generally accepted accounting principles. On or before December 15, a copy of the annual independent financial audit report for the prior fiscal year is forwarded to the County Superintendent of Schools, the State Controller, and the State Department of Education.

MCOE's Assistant Superintendent of Business Services will review any audit exceptions and, with input from the Superintendent, will provide recommendations for resolutions. All audit exceptions shall be resolved to the satisfaction of the Merced County Superintendent of Schools, and are reported to MCOE Board of Education. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

Financial Reporting
Though CBCS's finances are separate from MCOE finances, financial data and information is tracked through the MCOE financial accounting system and by MCOE's fiscal services.

Administrative Services and Human Resources/Payroll
MCOE Business Services and Human Resources/Payroll divisions provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by the charter for a fee, determined annually by the state approved indirect cost rates.

Supervisory oversight services include, but are not limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter;
- Regular review, analysis, and dialogue regarding the annual performance report of CBCS;
- Monitoring of compliance with the terms of this charter and related agreements; and

- Good faith efforts to implement the dispute resolution and related procedure described in Element XIV of this charter.

Additional duties include, but are not limited to, the following:

- Accounting, payroll, and fiscal support services;
- Technology support

Element X: Suspension/Expulsion Policies and Procedures

The full text of CBCS's suspension and expulsion policies can be found beginning on page 58 of Appendix G (Student Handbook).

Governing Law: The procedure by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights

holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (Ed. Code § 47605.6(b)(5)(J).)

Come Back Charter School utilizes a Multi-Tiered System of Support (MTSS) as part of its educational approach. As such, the school incorporates proactive strategies school-wide to support students and staff. CBCS has developed student discipline procedures and these procedures are distributed as part of the Student Handbook that includes the school's expectations. As part of the enrollment process, students are required to verify in writing that they have reviewed and understand these policies prior to enrollment.

Students of the Come Back Charter School may be suspended for persistent non-compliance with the terms of the Charter contract, or for any reasons enumerated in California Education Code 48900-48915, or in the MCOE Superintendent's policies and administrative regulations (See Appendix G).

In accordance with Education Code sections 47605.6(b)(5)(J) and 51747, students enrolled in the CBCS non-classroom-based independent study program are required to maintain satisfactory educational progress and adequate participation as outlined in their Master Agreement. A student who fails to meet these requirements, after written notice, intervention, and opportunity to improve (e.g., Student Attendance Review Team meeting), may be involuntarily disenrolled following the due-process procedures described in this section.

Following disenrollment, a student may reapply for admission to CBCS during any future open-enrollment period. However, if the student's prior disenrollment was based on the student's inability or unwillingness to comply with the independent-study participation and progress requirements, the school may determine—based on documented evidence—that the non-classroom-based program does not constitute an appropriate educational setting for that student.

In such cases, CBCS may decline re-enrollment for that program year, consistent with Education Code sections 47605.6(b)(5)(J) and 51747, and will provide written notice to the parent/guardian identifying the basis for the determination and information about alternative educational options within the county or district of residence.

Due Process Protections

CBCS ensures that all students are afforded due process in disciplinary actions:

1. For suspensions fewer than 10 days:
   - Students will receive oral or written notice of the charges.
   - If the student denies the charges, they will be given an explanation of the evidence.
   - Students will have an opportunity to present a rebuttal to the charges.
2. For suspensions of 10 days or more or expulsions:
   - The student and their parent/guardian will receive timely written notice of the charges and an explanation of the student's basic rights.
   - The student will have the right to a hearing before a neutral officer within a reasonable timeframe, with the right to bring legal counsel or an advocate.

CBCS ensures its staff are well-versed in the charter school's discipline policies and rules, as well as the policies and regulations of the County Board of Education and the policies of the County Superintendent of Schools, including the specific regulations for students with disabilities.

CBCS:

- Provides for due process for all students, and understands and adheres to the rights of students with disabilities, in regard to suspension, expulsion and involuntary dismissal.
- Ensures that any student receiving or eligible for special education services will be provided appropriate interim educational placements while the expulsion process is underway.
- Coordinates with the MCOE Special Education Department to ensure that necessary programs and services for special education students are provided.

Element XI: Retirement System

Staff members of CBCS are, and will continue to be, employees of the Merced County Office of Education. As such, they are covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the Superintendent. All employer contributions required by STRS, PERS, and Social Security, as applicable, will continue to be made by the Superintendent. MCOE will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. MCOE's Departments of Human Resources and Business Services is responsible for ensuring that appropriate arrangements for the coverage have been made.

Element XII: Attendance Alternatives

Students who opt not to attend Come Back Charter School may attend other district schools or adult schools, as allowed. Students may attend either within their district of residence in accordance with the district of residence policy or another district school via an approved inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district and/or county of residence. Given the age of the students at CBCS, they may also attend adult education programs or enroll in a junior/community college.

Element XIII: Employee Rights on Leaving and Return

Any employee of the Merced County Office of Education who chooses to leave their existing position at MCOE to work at CBCS shall have the right to apply for a transfer into any open MCOE position for which they are qualified and will follow the policies and procedures outlined in their collective bargaining agreement.

Element XIV: Dispute Resolution Procedures

As a dependent charter school of MCOE, CBCS will follow all MCOE policies for handling disputes.

Element XV: Procedures for School Closure

Documentation of Closure Action
The decision to close Come Back Charter School for any reason, will be documented by an official action of the MCOE Board in accordance with applicable law. The action will identify the reason for the school's closure. The Merced County Superintendent of Schools or designee will act as the designated entity responsible for conducting closure-related activities.
All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, is provided to the Superintendent or his/her designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If it is feasible to do so while still maintaining a viable and appropriate educational program, the charter school closure will occur at the end of an academic year. Mid-year school closures are avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

As directed by the County Superintendent, Come Back Charter School will provide advance notice to the MCOE Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for MCOE action of school closure of at least nine months prior to any action, unless unfeasible to do so.

Notification to the California Department of Education, SELPA, and State Board of Education
As directed by the County Superintendent, Come Back Charter School will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action;

- The name(s) and contact person(s) for information regarding closure;
- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Notification to Students and Education Rights Holders
Students of CBCS, and their legal representatives, will be notified as soon as possible when it appears school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school. Come Back Charter School will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts
CBCS will notify any school district that may be responsible for providing education services to former students so the receiving district(s) is prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer
CBCS has a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. CBCS will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out
CBCS will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts

receivable and an inventory of property, equipment, and supplies and an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

The audit will also assess the disposition of any restricted funds received by or due to the school. The cost of the audit may be considered a liability of CBCS.

In addition to a final audit, CBCS will submit any required year-end financial reports to the California Department of Education, the Merced County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets
Upon completion of the closeout audit, Come Back Charter School administration and the County Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education. Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be returned to the MCOE.

PART FOUR: REQUIRED ADDITIONAL INFORMATION

Facilities
Come Back Charter School’s primary location is at the MCOE Educational Complex in a standalone building at 350 W. Yosemite, Merced, California. CBCS teachers serve students out of that location as well as at our MCOE Wardrobe facility (1850 Wardrobe Ave, Merced), our Lee Andersen Education Center (1800 Matthew Dr., Atwater), and our Los Banos Valley Facility (715 W. H Street, Los Banos).

All facilities meet the requirements of the Americans with Disabilities Act and do not present physical barriers that would limit an eligible student's full

participation in educational and extracurricular programs. Facilities are large enough to provide space for individual student teacher meetings, and include reasonable accommodations for teaching staff to prepare for and conduct instructional business or educational appointments with students.

Potential Civil Liability Effects
CBCS is operated as a dependent charter school within the Merced County Office of Education. CBCS shall assist MCOE in meeting any and all oversight obligations under the law. CBCS maintains appropriate risk management practice and is covered under the MCOE insurance umbrella for property insurance, general liability, automobile insurance, and workers' compensation.

Administrative Services
CBCS's fiscal and operational impact on the charter-granting authority (MCOE) is described in the MOU between the two entities.

CBCS is entitled to receive administrative services at the same level and to the same extent provided to each MCOE school site or administrative unit within the MCOE in exchange for an amount equal to the state approved indirect cost rate of the actual annual expense from revenues. This rate is the same as paid by other departments/programs of MCOE. These services include, but are not limited to, accounting, budgeting, payroll, personnel management, purchasing, warehousing, and centralized data processing.

CBCS will not enter into a contract with an education management organization. MCOE's Business Services Department will maintain fiscal duties with support from Educational Services management.

Budgets and Financial Planning
CBCS works with the MCOE Business Office to develop an annual budget and cash flow projection which will establish the school's spending priorities and the spending authority needed to operate the school. The major assumptions of the school's budget will include the projected enrollment and student needs, staffing, the level of wages and benefits, and facility costs.

MCOE has written budget policies and procedures addressing such items as the budget timeline, preparation, administration, and budget transfers. It will ensure that the budget remains in balance throughout the year through maintaining and projecting cash

balances throughout the year, along with abiding by the budget policies. It will compare actual to budgeted expenditures and actual to budgeted revenues along with procedures to project revenue collection and future expenditure needs for the remainder of the year. MCOE will provide a budget status report for CBCS to the County Board and the individuals responsible for controlling spending on a regular basis.

Provided in Appendix A is a four-year forecast on the proposed budget based on the estimated ADA for the upcoming five-year petition term. Also included are the multi-year projection assumptions and a cashflow report.