

AGENDA
MERCED COUNTY BOARD OF EDUCATION
June 21, 2022

REGULAR BOARD MEETING

Merced County Office of Education - 632 West 13th Street, Merced CA 95341 – Board Room
The meeting begins immediately following the Virginia Smith Trust meeting but not before 3:00 p.m.

[These proceedings are being recorded.]

Merced County Office of Education (MCOE) will be conducting the Merced County Board of Education meeting at the regular time and in-person. The public is welcome to attend the meeting in-person or remotely. To join the meeting via Zoom visit this link: <https://mcoe-org.zoom.us/j/98218228198?pwd=Y042TG42ZXIyY05aa3hPaWR5bFRVUT09> or by phone at: 1-669-900-6833 Meeting ID: 982 1822 8198 Passcode: 738866

I. Open

- A. Call to Order at _____ PM by Chairperson _____
- B. Roll Call: Geneva Brett, Chairperson _____
Frank Fagundes, Vice Chairperson _____
Fred Honoré, Member _____
Dennis Hanks, Member _____
Chris Chavez, Member _____
- C. Others Present: _____

II. Flag Salute - Pledge Allegiance to the Flag

III. Presentation:

- A. Presentation of Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending June 2022
1. Classified Employee: Stella Martinez, Special Education
 2. Classified Employee: Leticia Valdez, Educational Services
 3. Certificated Employee: Valerie Fullbright, Educational Services
 4. Management Employee: Monica Adrian, Early Education

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

- A. Minutes of Regular Meeting on May 16, 2022
- B. Minutes of Special Meeting on June 13, 2022
- C. Approve **Resolution No. 2022-19** Authorizing End of Year Transfers
- D. Retirement Resolution:
1. **Resolution No. 2022-20** Honoring John Cotter
 2. **Resolution No. 2022-21** Honoring Cheryl Starkweather
 3. **Resolution No. 2022-22** Honoring Katherine Correia
 4. **Resolution No. 2022-23** Honoring Laura Austin
 5. **Resolution No. 2022-24** Honoring Susan Coston

Motioned by _____ Seconded by _____ Vote _____

V. Written Communications

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

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

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

VII. Future Agenda Items

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

- A. Salary Increases for County Office of Education Employees Pursuant To Policy 4151/4251/4351 and Education Code section 1302 Eva L. Chavez
Deputy Superintendent
- B. Local Control Accountability Plan (LCAP) Local Indicators for Schools operated by Merced County Office of Education Cindy Gentry
Coordinator-Ed. Svcs.
- C. Local Control Accountability Plan (LCAP) Local Indicators for Merced Scholars Charter School Mark Pintor
Principal-Ed. Svcs.
- D. Local Control Accountability Plan (LCAP) Local Indicators for Come Back Charter School Mark Pintor
Principal-Ed. Svcs.
- E. Board Member's Report (*if any*) Board Members
- F. Superintendent's Report Steve M. Tietjen
 - 1. MCOE Kickoff Celebration, August 4, 2022
 - 2. Start of School Dates

IX. Business Items for Action

Please Note: The Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents reports for Merced Scholars Charter School, Come Back Charter School, Merced County Office of Education Community and Court Schools can be found on our website at: <https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx>

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

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

Mark Pintor
Principal-Ed. Svcs.

Motioned by _____ Seconded by _____ Vote _____

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

Mark Pintor
Principal-Ed. Svcs.

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

Motioned by _____ Seconded by _____ Vote _____

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

Cindy Gentry
Coordinator-Ed. Svcs.

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

Motioned by _____ Seconded by _____ Vote _____

D. Annual Report on Differentiated Assistance 2021-2022

Francisco Romo
Director, Ed. Svcs.

It is recommended that the Board of Education review and adopt the Merced County Office of Education Annual Report on Differentiated Assistance 2020-2021 as presented in compliance with Education Code 52066(i)(1)

Motioned by _____ Seconded by _____ Vote _____

E. State Building Funds Application – Dos Palos Bryant Middle School

[Resolution No. 2022-25] Janet Riley
Asst. Supt.-Bus. Svcs.

It is recommended that the Board of Education approve **Resolution No. 2022-25** Approve a Funding Application with the State Allocation Board for project location: Dos Palos Bryant Middle School as submitted

Motioned by _____ Seconded by _____ Vote _____

F. Public Hearing - Education Protection Account (2022-2023)

[Resolution No. 2022-26] Janet Riley
Asst. Supt.-Bus. Svcs.

It is recommended that the Board of Education adopt Resolution No. 2022-26 Determining How the Moneys Received from the Education Protection Account (2022-2023) are spent at the Merced County Office of Education

1. Open Public Hearing
2. Close Public Hearing
3. Adopt **Resolution No. 2022-26** Determining How the Moneys Received from the Education Protection Account (2022-2023) are spent at the Merced County Office of Education

Motioned by _____ Seconded by _____ Vote _____

G. 2022-2023 MCOE Budget

Janet Riley & Craig Nelson

It is recommended that the Board of Education approve the 2022-2023 Merced County Office of Education Budget in compliance with Education Code 1622(a)

1. Adoption of Merced County Office of Education Budget of 2022-2023 Developed Using State-Adopted Criteria and Standards and Filed and Adopted Subsequent to Public Hearing by the County Board of Education in compliance with Education Code 1622(a)

Motioned by _____ Seconded by _____ Vote _____

2. Adoption of Annual 2022-2023 Budget Report Reviewed by the County Board of Education and Certification that the Budget Includes Health and Welfare Benefits as Defined in Education Code Section 42140(a)

Motioned by _____ Seconded by _____ Vote _____

3. Annual Certification to 2022-2023 Budget Pursuant to Education Code Section 42141(a) Regarding Self-Insured Workers' Compensation Claims

Motioned by _____ Seconded by _____ Vote _____

H. Board Bylaws

Steve M. Tietjen
County Superintendent

It is recommended that the Board of Education approve the following Board Bylaw:

9322 – Agenda/Meeting Materials

Motioned by _____ Seconded by _____ Vote _____

I. County Superintendent's Salary Schedule

Steve M. Tietjen
County Superintendent

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

Motioned by _____ Seconded by _____ Vote _____

X. **Adjournment:** _____ **PM**

Motioned by _____ Seconded by _____ Vote _____

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

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

Merced County Board of Education

Consent Agenda



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

**MINUTES
MERCED COUNTY BOARD OF EDUCATION
May 16, 2022**

REGULAR BOARD MEETING

Merced County Office of Education (MCOE) will be conducting the Merced County Board of Education meeting at the regular time and in-person. The public is welcome to attend the meeting in-person or remotely. To join the meeting via Zoom visit this link: <https://mcoe-org.zoom.us/j/97799540027?pwd=MHk0b1lScWJhZmNVbnU1p3YjhjUT09> or by phone at: 1-669-900-6833 Meeting ID: 977 9954 0027 Passcode: 030438

I. Opening

- A. Board Chairperson, Geneva Brett, called the regular meeting of the Merced County Board of Education to order at 3:31 PM.
- B. Members present were Geneva Brett, Frank Fagundes, Fred Honoré, and Dennis Hanks. Chris Chavez was absent.
- C. Others Present: Gigi Bettis, Jennifer Scheidt, Nathan Quevedo, Paula Heupel, Mark Pintor, Cindy Gentry, Darin Dupont, Ken Robbins, John Magneson, Janet Riley, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent.

II. Call for Public Comments Identified Closed Session Agenda Items

During this portion of the agenda, the public is invited to address the Board on identified items prior to adjournment into Closed Session.

The Board will proceed into Closed Session.

III. Closed Session

- Conference with real property negotiator, property management, Kenneth Robbins, Negotiator of Real Property/Land Development issues, pursuant to Government Code Section 54956.8.

The Board will proceed into Open Session.

IV. Open Session – Report following Closed Session

The Board discussed issues relating to real property and provided direction to staff. The Board authorized execution of Resolution No. 2022-15, 2022-16, 2022-17, and 2022-18 regarding two properties.

V. Flag Salute – Pledge Allegiance to the Flag

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

- A. Minutes of Regular Meeting on April 18, 2022

Dennis Hanks moved and **Fred Honoré** seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 4-0 (*Chavez absent*).

VII. Written Communications

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

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

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

No comments were made.

IX. Future Agenda Items

- A. Special Board Meeting, June 13, 2022 – Public Hearing: Adoption of 2022-2023 Merced Office of Education Budget and Local Control Accountability Plan (LCAP) Budget Review for Merced Scholars Charter School and Merced County Office of Education

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

- A. Sunshine 2022-2023 Bargaining Unit Proposal from MCOE to California School Employees Association (CSEA) Chapter #856 Unit A & B. The 2022-2023 Bargaining Unit proposal from MCOE to CSEA Chapter #856 Unit A & B was sunshined.
- B. Board Member's Report (*if any*): Frank Fagundes commented on his great experience handing out VST/CST scholarships at El Capitan High School scholarship night.
- C. Superintendent's Report: Steve Tietjen reported on the following:
 - 1. MCOE Schools Graduation Dates
 - Atwater Valley Community School – May 31, 2022 @ 10:00am (Atwater VCS Gym)
 - Merced Valley Community School – May 31, 2022 @ 5:30pm (Merced VCS Gym)
 - Merced Scholars Charter School [High School] – May 31, 2022 @ 6:00pm (Atwater VCS Gym)
 - Merced Scholars Charter School [Middle School] – June 1, 2022 @ 10:00am (Atwater VCS Gym)
 - Come Back Charter School [group 1] – June 1, 2022 @ 2:00pm (Yosemite Education Center)
 - Come Back Charter School [group 2] – June 1, 2022 @ 6:00pm (Yosemite Education Center)
 - Los Banos Valley Community School – June 1, 2022 @ 6:00pm (Los Banos VCS Gym)

XI. Business Items for Action

- A. Revised Holiday Schedule for 2022-2023

It is recommended that the Board of Education approve the Revised 2022-2023 Holiday Schedule

Frank Fagundes moved and **Dennis Hanks** seconded a motion to approve the Revised 2022-2023 Holiday Schedule. The motion carried with a vote of 4-0 (*Chavez absent*).

- B. Uniform Complaint Report Summary

It is recommended that the Board of Education review and approve the Uniform Complaint Report Summary for Quarterly Period January 2022 through March 2022

Paula Heupel reported no complaints were made.

Dennis Hanks moved and **Fred Honoré** seconded a motion to approve the Uniform Complaint Report Summary for Quarterly Period January 2022 through March 2022. The motion carried with a vote of 4-0 (*Chavez absent*).

C. Special Education Extended Year Calendar

It is recommended that the Board of Education approve the Special Education Extended Year Calendar for June 2022 and July 2022

Frank Fagundes moved and **Dennis Hanks** seconded a motion to approve the Special Education Extended Year Calendar for June 2022 and July 2022. The motion carried with a vote of 4-0 (*Chavez absent*).

D. Resolution Ordering Governing Board Member Election [Resolution No. 2022-13]

It is recommended that the Board of Education approve **Resolution 2022-13** Ordering Governing Board Member Elections as submitted

Dennis Hanks moved and **Frank Fagundes** seconded a motion to approve Resolution 2022-13 Ordering Governing Board Member Elections as submitted. The motion carried with a vote of 4-0 (*Chavez absent*).

E. Sale or Disposal of Surplus Property [Resolution No. 2022-14]

It is recommended that the Board of Education review and adopt **Resolution No. 2022-14** Authorizing the Sale or Disposal of Surplus Property as submitted (*Education Code 1279*)

Frank Fagundes moved and **Fred Honoré** seconded a motion to approve Resolution 2022-14 Authorizing the Sale or Disposal of Surplus Property as submitted (*Education Code 1279*). The motion carried with a vote of 4-0 (*Chavez absent*).

F. Dashboard for Alternative School Status (DASS)

It is recommended that the Board of Education approve the Come Back Charter School (CBCS) participation in the Dashboard for Alternative School Status program for a three-year period

Frank Fagundes moved and **Dennis Hanks** seconded a motion to approve the Come Back Charter School (CBCS) participation in the Dashboard for Alternative School Status program for a three-year period. The motion carried with a vote of 4-0 (*Chavez absent*).

G. California County Board of Education (CCBE) Annual Fall Conference

It is recommended that the Board of Education authorize Board Members attendance at the CCBE Fall Conference, September 9-11, 2022, at the Hyatt Regency, Monterey

No action was taken. Board members will not be attending.

H. CSBA 2022 Annual Education Conference and Trade Show

It is recommended that the Board of Education authorize Board Members attendance at the California School Boards Association (CSBA) 2022 Annual Education Conference and Trade, December 1-3, 2022, held at the San Diego Convention Center

Dennis Hanks moved and **Fred Honoré** seconded a motion to authorize Board Members attendance at the California School Boards Association (CSBA) 2022 Annual Education Conference and Trade, December 1-3, 2022, held at the San Diego Convention Center. The motion carried with a vote of 4-0 (*Chavez absent*).

The Board will proceed into Closed Session.

XII. Closed Session Pursuant to Education Code 35146 for Board to Meet as Thurman Agricultural Scholarship Committee to Review Applications

The Board will proceed into Open Session.

A. Selection of 2022 Thurman Agricultural Scholarship Recipient

Dennis Hanks moved and **Fred Honoré** seconded a motion to selected Morgan Oliveira of Hilmar High School as the recipient of the 2022 Thurman Agricultural Scholarship for Merced County. The motion carried with a vote of 4-0 (*Chavez absent*).

XIII. Adjournment

Dennis Hanks moved and **Frank Fagundes** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:17PM. The motion carried with a vote of 4-0 (*Chavez absent*).

Respectfully submitted,

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

SMT/yc

**MINUTES
MERCED COUNTY BOARD OF EDUCATION
June 13, 2022**

SPECIAL BOARD MEETING

Merced County Office of Education (MCOE) will be conducting the Merced County Board of Education meeting at the regular time and in-person. The public is welcome to attend the meeting in-person or remotely. To join the meeting via Zoom visit this link: <https://mcoe-org.zoom.us/j/92341402982?pwd=dJxMno4N0pkSmlGMkFHV0hjS0NTdz09> or by phone at: 1-669-900-6833 Meeting ID: 923 4140 2982 Passcode: 482125

I. Opening

- A. Board Chairperson, Geneva Brett, called the regular meeting of the Merced County Board of Education to order at 3:16 PM.
- B. Members present were Geneva Brett, Frank Fagundes, Fred Honoré, and Dennis Hanks. Chris Chavez was absent.
- C. Others Present: Jennifer Scheidt, Kathleen Ochoa, Michelle Symes, Maria Duran-Barajas, Mark Pintor, Cindy Gentry, Craig Nelson, Demetria McMullen, Laura Fong, John Magnuson, Janet Riley, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent.

II. Flag Salute – Pledge Allegiance to the Flag

III. Written Communications

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

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

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

No comments were made.

V. Future Agenda Items

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

- A. Public Input on Sunshine 2022-2023 Bargaining Unit Proposal from MCOE to California School Employees Association (CSEA) Chapter #856 Unit A & B. The public was invited to provide input on the proposal. No comments were made.

Please Note: The Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) Budget Overview for Parents reports for Merced Scholars Charter School, Come Back Charter School, Merced County Office of Education Community and Court Schools can be found on our website at: <https://www.mcoe.org/deptprog/edservices/students/Pages/postings.aspx>

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

Mark Pintor presented the Merced Scholars Charter School LCAP with Budget Overview for Parents Review for Board review and public input.

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

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

Mark Pintor presented the Come Back Charter School LCAP with Budget Overview for Parents Review for Board review and public input.

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

D. Public Hearing – Local Control Accountability Plan (LCAP) with Budget Overview for Parents Review **Merced County Office of Education Community and Court Schools** in compliance with Education Code 52068(b)(1)

Cindy Gentry presented the MCOE Community and Court Schools LCAP with Budget Overview for Parents Review for Board review and public input.

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

E. Public Hearing – 2022-2023 MCOE Budget Review in compliance with Education Code 1620

Review of the 2022-2023 MCOE Budget: Craig Nelson and Janet Riley presented the 2022-2023 Budget for Board review and public input.

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

F. Universal PreKindergarten Planning (UPK) and Implementation Grant Program – County Offices of Education Countywide Planning and Capacity: Michelle Symes provided the report.

- G. Review of Board Bylaws: (For approval at the June 21st Board Meeting)
9322 – Agenda/Meeting Materials
- H. Board Member's Report (*if any*): Geneva Brett reported that she attended two graduations and was happy to celebrate the joy of accomplishment that our students and their families experienced.
- I. Superintendent's Report: Steve Tietjen reported on the following:
He attended MCOE Graduations and was moved by our students' pride and accomplishments all while overcoming obstacles. Thank you to our site leaders for their leadership and support. Steve also introduced Kathleen Ochoa, who is our writer in the communication department.

VII. Business Items for Action

A. School Plan for Student Achievement (SPSA) 2022-2023

It is recommended that the Board of Education approve the 2022-2023 School Plans for Student Achievement for Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, and Merced County Juvenile Hall Court School

Frank Fagundes moved and **Fred Honoré** seconded a motion to approve the 2022-2023 School Plans for Student Achievement for Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, and Merced County Juvenile Hall Court School. The motion carried with a vote of 4-0 (*Chavez was absent*).

B. School Plan for Student Achievement (SPSA) 2022-2023

It is recommended that the Board of Education approve the 2022-2023 School Plans for Student Achievement for Merced County Office of Education Special Education and Schelby School

Dennis Hanks moved and **Frank Fagundes** seconded a motion to approve the 2022-2023 School Plans for Student Achievement for Merced County Office of Education Special Education and Schelby School. The motion carried with a vote of 4-0 (*Chavez was absent*).

XIII. Adjournment

Fred Honoré moved and **Frank Fagundes** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:24PM. The motion carried with a vote of 4-0 (*Chavez was absent*).

Respectfully submitted,

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

SMT/yc

Merced County Board of Education

Geneva Brett, Chairperson

Frank Fagundes, Vice Chairperson

Fred Honoré, Member

Dennis Hanks, Member

Chris Chavez, Member



Resolution No. 2022-19

**AUTHORIZING
END OF YEAR TRANSFERS**

Whereas, it is the desire of the majority of the Merced County Board of Education that the County Superintendent of Schools be authorized to make such transfers as are necessary to balance any expenditure classification of the budget of the Merced County Office of Education for the **2021-2022** fiscal year.

Now, Therefore, Be It Resolved that the Merced County Superintendent of Schools be, and is hereby, authorized to make such budget transfers as may be necessary to permit the payment of obligations of the Merced County Office of Education incurred during the **2021-2022** fiscal year.

Adopted this **21st** day of **June** year of **2022**, at a regular meeting of the Merced County Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

Merced County Board of Education

Geneva Brett, Chairperson
Frank Fagundes, Vice Chairperson
Fred Honoré, Member
Dennis Hanks, Member
Chris Chavez, Member



Resolution No. 2022-24

Honoring

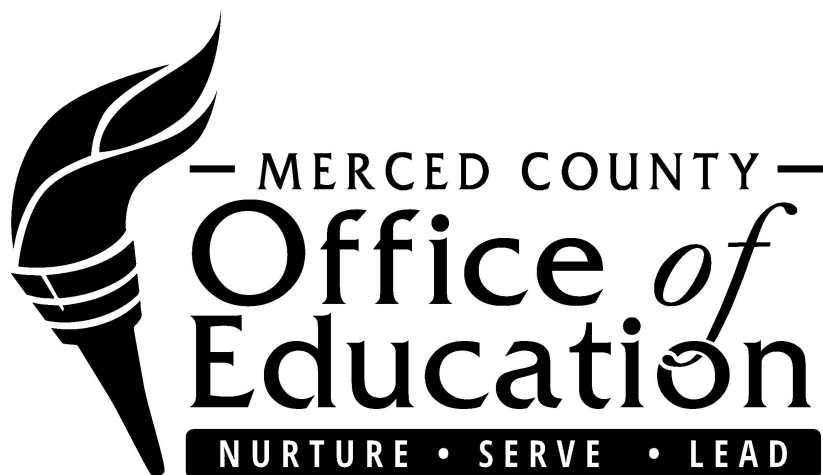
Susan Coston

- Whereas** Susan Coston has elected to retire from her position as an Assistant Superintendent, Special Education, in the Special Education Department with the Merced County Office of Education; and,
- Whereas** the Merced County Board of Education and the Merced County Superintendent of Schools hereby wish to make known their respect and admiration for Susan's 34 years of service with the Merced County Office of Education (MCOE); and,
- Whereas** Susan's career with the MCOE began as a Special Education Teacher of Emotionally Disturbed (1988-1995); Special Education Program Specialist (1995-1997); Special Education Program Coordinator (1997-2002); and now retiring as Assistant Superintendent, Special Education (2002-2022); and,
- Whereas** Susan's previous employment of Owner/Director of a State Licensed Preschool Center for 4 years in Missouri, Special Education Teacher in Missouri for 2 years plus years here with MCOE, brings her to a total of 40 years of served in education; and,
- Whereas** Susan has served as the Special Education Local Plan Area (SELPA) Director since 2002, which provides school districts with guidance and assistance in providing students with special education services according to state and federal regulations; and,
- Whereas** Susan earned her Bachelor of Science degree from Lincoln University (1981) and a Masters of Education, (emphasis Educational Administration) degree from the University of Southern Mississippi (1993); and,
- Whereas** over the years, Susan has worked collaboratively with districts, agencies, and parents to develop user friendly computerized forms, specialized programs, and services for young children with autism, a curriculum guide for students with severe disabilities, and a thematic resourced library, and implemented a new service model for preschool students with disabilities, as well as always being an advocate for students and families; and,
- Whereas** Susan has held offices in professional organizations such as the Vice President (VP) Special Programs Merced Association of California School Administrators (ACSA) Charter, VP Membership Merced ACSA Charter, Member Council for Exceptional Children, and Past Chair of the State of California Special Education Local Plan Organization; and,
- Whereas** Susan is an active member of the ACSA, Rotary Club, Merced County League of Women Voters, Board of Directors for the Merced County Castle Air Museum, Founding Member University of California Merced, Friends Circle; and,
- Whereas** Susan was recognized as Outstanding Working Women in the Merced area from the Merced Business and Professional Women in 2008 and member of the Leadership Merced Class 2009; and,
- Whereas** MCOE Retired County Superintendent Emeritus, Dr. Lee Andersen, once said "Susan serves as a model for her department management staff and for other MCOE leaders in terms of her willingness to accept responsibility, communicate clearly on important issues, include positive (fun) motivation in her work, and be a good listener as well as an active participant in all interactions;" and,
- Whereas** Susan will take pleasure in spending more time with her husband of 37 years, Dan Coston; her daughter, Elizabeth Schwartz who is a Resource Specialist and ASB Leadership Advisor at Peggy Heller Elementary School in Atwater; her son, Addison Coston who lives in Los Angeles and works for the NFL as a Post Production Manager; and son, Zachery Coston who lives locally and is a college student; plus, her 2 granddaughters, Anya Schwartz (age 15) and Liesel Schwartz (age 13); and,
- Whereas** after retirement, Susan plans to visit family in Texas, Alabama, Tennessee, and Canada; explore other countries when the time is right, in the meantime take up new hobbies and enjoy her current hobby of gardening, and more read for pleasure; most of all she will enjoy spending time with family, friends, and a slow pace of life!
- Now, Therefore Be it Resolved**, that the Merced County Board of Education and the Merced County Superintendent of Schools do hereby commend Susan Coston for her dedicated years of service to ensure "Every Student A Success" and model "Nurture, Serve, Lead" and extend their sincere best wishes for a happy, fulfilling retirement.

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

Merced County Board of Education

Superintendent's and Board Members Report



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

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

A. Salary Increases for County Office of Education Employees

Policy 4151/4251/4351 and Education Code section 1302 require that "The county superintendent of schools shall not increase by ten thousand dollars (\$10,000) or more the salary or bonus of any employee of the county office of education unless the matter is brought to the attention of the county board of education for its discussion at a regularly scheduled public meeting of the county board of education."

The Superintendent presents for the Board's discussion, if any, proposed increases of \$10,000 or more in salary for the positions in the attached document.

JOB TITLE

BEHAVIOR ANALYST (1)

BEHAVIOR SUPPORT SPECIALIST (3)

COMMUNICATIONS & PUBLIC RELATIONS OFFICER (1)

DIRECTOR - EARLY LEARNING SUPPORT PROGRAMS (1)

FINANCIAL ANALYST (4)

HUMAN RESOURCES SPECIALIST (1)

IT APPLICATIONS ANALYST (2)

PROGRAM ADVISOR – PROVIDER & PARENT ENGAGEMENT (EE) (2)

PROGRAM MANAGER – CALSOAP (ES) (1)

PROGRAM MANAGER – COLLABRATIVE & PARENT DEVELOPMENT SERVICES (EE) (1)

PROGRAM MANAGER - SUBSIDY & REFERRAL SERVICES (EE) (1)

SR FINANCIAL ANALYST (1)

SCHOOL PSYCHOLOGIST (2)



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

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Merced County Office of Education	Cindy Gentry Coordinator, Student Programs	cgentry@mcoe.org (209) 381-6788

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

Board Agenda Packet (full packet) 6/21/2022 Page 18 of 448

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts		2			
World Language		2			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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

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

In Building Relationships, developing the capacity of staff, creating a welcoming environment for all families at our campuses, and engaging in two-way communication between families and school staff using understandable language maintained their rating from the previous year and remain current strengths for our COE. We made one step in growth in the area of supporting staff to learn about each family's strengths, cultures, languages, and goals for their children this year. The implementation of a multi-language communication portal and translating of our public plans and offering interpreting services during our committee meetings helped in these efforts.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Due to the continuing uncertainties related to the pandemic this school year, our school sites would have like to build stronger relationships with our families to reach Level 5. Due to strict safety protocols in place families were brought in the front office or had virtual or phone meetings and appointments. This restricted building stronger connections with our staff and families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

For the next school year, our schools will improve the engagement of underrepresented families by communicating effectively and often with families, inviting families to school events, meetings, and committees, and providing ways families can support their child's learning at home. We will continue to improve in the area of supporting staff to learn about each family's strengths, cultures, languages, and goals for their children by rebuilding relationships as students return to another year of full-time in-person learning.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

In Building Partnerships for Student Outcomes, the LEA's current strengths due to maintaining our rating of level four were: providing professional learning and support to teachers and principals to improve the school's capacity, providing families with information and resources to support student learning and development in the home, and supporting families to understand and exercise their legal rights and advocate for their students. We also increase our rating for implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved outcomes by moving from a level three to four. This was an area we selected to work on last year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Since all four areas have reached level four from the feedback of our educational partners, then we would like to focus on providing families with information and resources to support student learning and development in the home in order to improve the responses to a level five next year. In our local survey conducted with our families, one of the top areas identified as families wanting more information about is the programs our students use at school to complete their coursework.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

In the area of providing families with information and resources to support student learning and development in the home, our schools will conduct training for parents during enrollment orientation. We will also offer parent education workshops throughout the year. At these orientations and workshops families will learn how to access and navigate the programs their child uses and be better equipped to support their child's learning in those programs from home.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

For Seeking Input for Decision Making, we maintained at 4-Full Implementation for all four areas - building the capacity of and supporting principals and staff and families to effectively engage families in advisory groups and with decision-making, providing families with opportunities to provide input on policies and programs, and in working together to plan, design, and implement family engagement activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

One area the schools would like to continue to focus on is in building the capacity and supporting family members to effectively engage in advisory groups and decision-making. Only 67% of our families responded in a local survey as to participating in committees and school events and the schools desire to have that percentage increase next year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA provides all families with opportunities to provide input on policies and programs through School Site Councils and English Learner Advisory Committees. School staff will be provided support to decrease barriers for families to increase their engagement. Meetings will once again be held in person next year and not over Zoom which might have been a barrier for some families to participate if they did not have a device to use to join.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

DATA: The LEA administered the annual school climate student survey in the spring of 2022. The survey provides a measure of perceptions of school safety, preparedness, and connectedness.

Of the 111 surveys received, the highest ratings were:

- +students feel safe on campus and/or in their online learning classroom (100%)
- +students believe that being prepared for high school, college and the world of work is important (98%)
- +students believe that the teachers and staff truly care for them (92%)
- +students usually expect to have a good day in school (90%)

The lowest positive ratings were:

- +having at least one school friend to talk to during a difficult day (64% - increased 10% from the previous year)
- +when feeling upset, frustrated, or angry, having an adult at school to talk to (73% - increased 2% from the previous year)
- +looking forward to participating in school (86% - increased 10% from the previous year)

MEANING/USE: Analysis of the data demonstrates that students need to continue to receive wrap-around support in academics, behavior, and socio-emotional and physical wellness. Students are beginning to connect again and build peer and staff relationships. We know that happens when they come to school all day every day. For our lowest-rated questions listed above, there was an increase in positive responses from the previous year which effectively shows we are moving in the right direction. We hired youth engagement specialists to work with students in re-engaging in-person schooling and motivating them to attend every day by building positive relationships and incentivizing them. This coming school year, there will be increased extracurricular opportunities during and after school for school engagement, which involves collaboration with community agencies. Also, the school sites will continue in their work in the Positive Behavioral Intervention and Support (PBIS) system to educate students on expected behaviors in school to increase the effectiveness of discipline practices. This system focuses on and rewards positive behaviors and helps build a stronger school climate. Our Leadership team and sites will begin work in Multi-Tiered Systems of Support this next year to continue identifying the needs of our students and implement proper support.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. The LEA annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services, developed and provided to unduplicated students and individuals with exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

Courses with Board Approved Instructional Materials

Courses that provide students with opportunities to meet high school graduation requirements

Courses in Career Technical Education

Each student meets with a school academic counselor to develop an Individual Learning Plan (ILP) that includes both short- and long-term goals around education, career, behavior, and support opportunities. The ILP and master schedule are the local measures to ensure students have access to a broad course of study.

Quarterly progress reviews of the goals on the ILP are conducted by counselors and teachers with students. During these reviews, counselors, teachers, and students identify any barriers that may exist to accessing courses.

Intervention and support are provided for students to access courses as needed.

2. There are no differences to access to a broad course of study across the school sites and among the student groups within the LEA. Just like our students who attend school on a daily basis, our students on Independent Study have Individual Learning Plans and transcript reviews with their counselors and teachers to ensure their enrollment in a broad course of study.

3. There are no barriers at this time in providing access to a broad course of study to all of our students.

4. To ensure access to a broad course of study for all students our LEA has implemented CTE course accessibility to our Independent Study students in the 2020/21 school year. To ensure access to a broad course of study for all students in a 21st-century learning environment, our LEA has implemented 1:1 technology devices to access the school's online curriculum, as well as access to online resources. To better support our Independent Study students in the home learning environment, additional purchases of WiFi devices will allow access at home, so students may maintain connectivity to the Internet even when not on school grounds. In the 2021/22 school year, support classes were also offered to all identified students including those on independent study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				4	
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.		2			

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

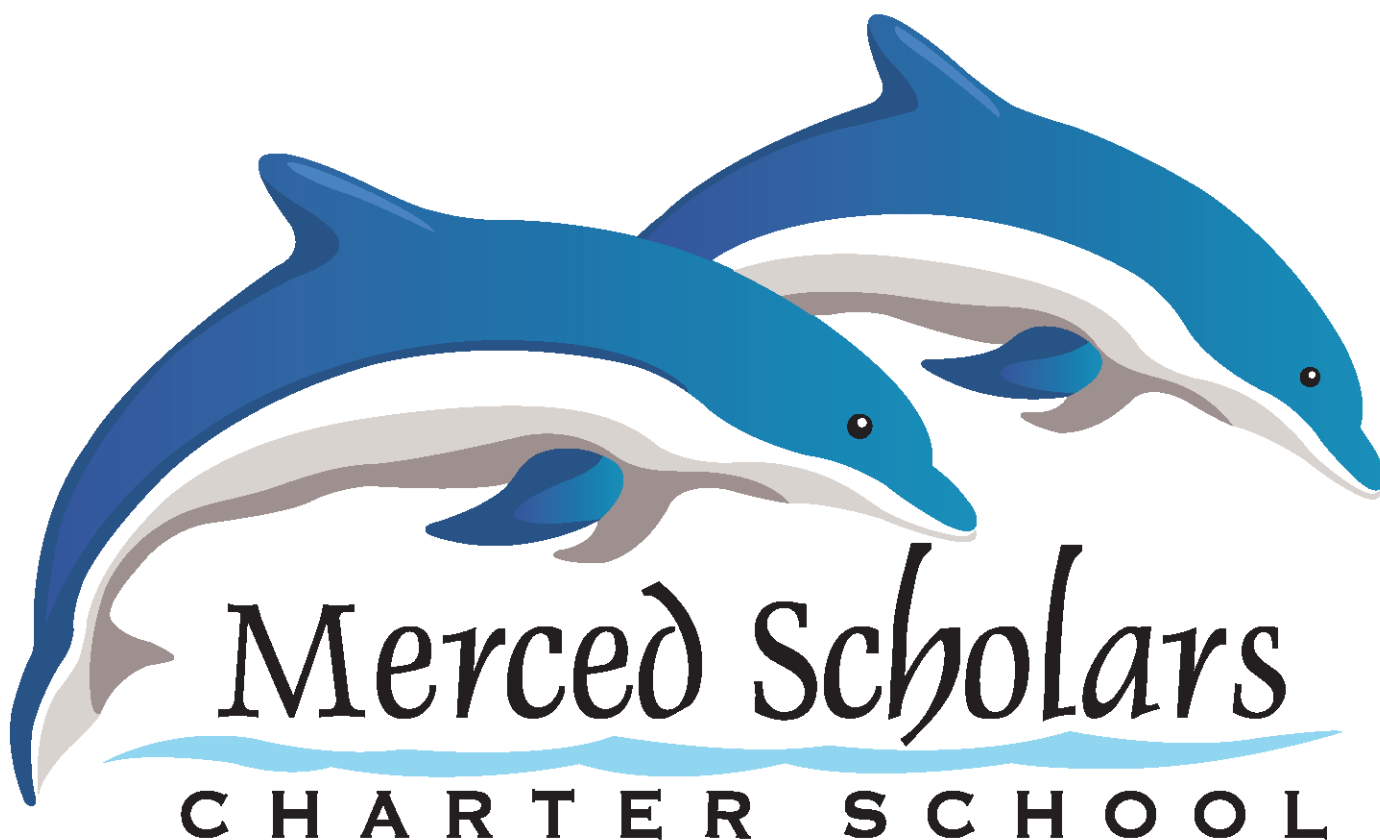
Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.				4	
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-381--5165

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		

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

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language		2			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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

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

A strength of MSCS continues to be the welcoming environment it has created for students and their families so they feel safe and comfortable on-site or through a virtual platform. The foundation of this lies in the development of positive relationships among staff, students, parents, and families. This includes the availability of multiple Spanish speaking staff that can communicate with the families whose primary language is Spanish. By doing so, MSCS is able to support the language and culture of these specific families. The use of programs like Parent Square and school email allows students and their families engage in two-way communication effectively.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

An area of improvement is to continue to increase the efficiency of school to home communication. Through conversations and surveys of educational partners, families and staff identified the length of time it took for the administration or school as a whole to contact a family as being a bit too long. Faster response times would be appreciated by our educational partners. In addition, better communication between administration and staff will help staff to promote and engage their students with school events and supports. By improving these areas, the school's relationships with families and the community will become even stronger.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

An area for additional improvement will focus on developing staff knowledge on the multitude of backgrounds that students bring to the learning environment, especially with English learners, foster youth, and low income students. The school is experiencing an increasing number of students from underrepresented backgrounds. As such, professional development to provide staff a better foundation to work with students of various backgrounds continues to be needed. Additional support and outreach from the school's social/emotional (SEL) team will help to provide the additional supports needed by families. The SEL team not only provides social and emotional support, but can find resources and community services to support the family's basic needs. This team will help to improve engagement with our underrepresented families.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Parents are an integral part of the school program. Parents work closely with teaching staff to ensure students are completing their weekly assignments and progressing in their academics. Parents are encouraged to attend weekly personalized learning sessions with their children so they can better support students with their learning in the home. The school regularly encourages parents to know how to best support their child in their education academically and social/emotionally. Additional staff such as the school counseling team, instructional support assistants, and the youth engagement specialist all work at providing those strong relationships and supports to improve student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area of improvement continues to be with the amount of parent participation and its variance from family to family. The school provides a number of in person and virtual opportunities for students and some for families. Still, active participation is low and inconsistent. While this has improved, more work is needed to ensure all families work with staff to focus our commitments to the academic and emotional growth of students. MSCS must also work at providing parent workshops and trainings on a more consistent basis, especially on how to support students with their learning at home. The school is already planning to add an orientation process for families along with follow up workshops to support families in helping their child in the home environment and improving the child's school outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

For underrepresented families, the school must look at workshops tailored to the specific subpopulations and focused on their needs. One such area is the training and support for non-English speaking families. Often times, it is difficult for non-English speaking families to support their child with the content they are covering. However, the families can support the child in other ways. It is up to the school to provide those supports to the parents. In addition, the school plans to educate underrepresented families on the educational systems and the options for both the family and children on post-secondary pathways. By doing so, the school hopes to improve the outcomes for not just the student, but the family as a whole.

Section 3: Seeking Input for Decision-Making

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

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

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

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

Parents of MSCS students have the opportunity to be a part of the decision-making process by participating in the school's Advisory Board/School Site Council. The Advisory Board/School Site Council serves the dual purpose of supporting the school's decision-making ability and in the formal decision-making process for federal fund expenditures. The combined board and council are made up of staff, district personnel, parents, students, and community members that provide input into school policies, curriculum, and school activities. Students and parents can choose to be an active member on the board or merely attend meetings to stay abreast of any changes or updates to the school program. Parents, students, and staff are nominated and elected to serve by their respective groups each year. All educational partners are encouraged to serve on the Advisory Board/School Site Council.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While the school encourages participation from all educational partners, it can be difficult to get participants to serve on the group for the full year. The past year, the school has increased the number of participants and has had active involvement. The school continues to work on better engagement, including better support of the process from school administration. The meetings have been held virtually for the past few years, but the school hopes to go to a hybrid model in the future to allow the in-person connection and the Zoom option for those unable to come to site. This will provide more options for the educational partners to be involved in this process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Greater representation in the decision-making process is always desired from our families, especially the underrepresented families. MSCS strives to give a voice to all students and their families. The school must do more outreach to engage our non-English speaking families and find better ways to include families who cannot participate in school meetings during the school day. The school has recently hired several bilingual staff members and plans to develop a plan with strategies on how to better engage our underrepresented families and to provide them support in helping their children be successful learners.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

DATA:
MSCS annually administers a school climate student survey twice per year, once per semester. The survey provides a measure of student perceptions of school climate in regards to safety, connectedness, and academic motivation and opportunities. The school climate survey was administered in the winter of 2021 and the spring of 2022. The following data is from the spring 2022 surveys. Overall, 85.75% of the student responses positively rated the school in a variety of areas related to school climate. The four main areas of measure, as noted as a metric for Goal 3 of the LCAP, are students feeling safe in school (in person or virtually) (97.44%), feeling supported by school staff (92.31%), believing teachers and staff truly care about them (91.03%), and having an available adult at school to talk to when feeling upset or frustrated (78.21%).

The results of the other areas of the surveys were as follows: the importance of being prepared for college and career (96.15%), looking forward to participating in school (80.77%), trusting their ability to solve difficult problems (83.33%), and expecting to have a good day when doing schoolwork (91.03%). All these areas showed significant positive results. However, an area still of concern is students having at least one school friend they can talk to when having a difficult day (61.54%). This area is and continues to have the lowest rating of all school climate ratings.

MEANING:
Overall, the relationships that staff have built and continue to develop with students reflects in the student's positive view of the school. Despite the large amount of growth experienced by the school in the 2021-22 school year, the

school's positive climate continues to be a strength. The difference in the overall rating between last year and this year was just -2% despite the school growing by 100% in one year. The relationship building and positive interaction between staff, student, and families continues to be strength, but also a focus of the school. MSCS continues to want to see improvement in this area, as stated in the metrics for Goal 3 of the LCAP.

An area that is a challenge, but an area of growth for the school as well, is in addressing students' emotional health and well-being. The spring survey continues to highlight a major area of concern with students having at least one school friend who they can talk to when having a difficult day. Only 61.54% of students stated that they had at least one school friend they could reach out to. MSCS feels this continues to be a lingering effect of the pandemic. Some students continue to meet virtually and still lack opportunities for social engagement. This area will continue to be a focus of the school.

USE:

The school has implemented several supports to address the identified area of concern as well as continuing to improve overall school climate. The social/emotional (SEL) team formed this year will help to do outreach and support for students and families. While that work started this school year, not all staff were in place until mid-way through the year. Therefore, the school feels that in 2022-23, these outcomes should improve with the outreach the team has conducted and continues to conduct on behalf of the school.

Further, the school plans to continue the enrichment activities started in 2021-22 and expand those for 2022-23. Further, more SEL workshops and social activities are planned for the next school year to help better connect students with the school and one another.

Finally, preparing students for postsecondary options continues to be a priority of the school. The school continually provides students opportunities to set goals, plan, and develop career and life skills and has revamped the graduation requirements to better prepare students. Further, the school's new elementary programs will work to prepare students for not just the community environment, but the global environment as well. Through a collaborative effort and continued professional development, the school will ensure the support the needs of the whole child and their families.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSCS annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services developed and provided to unduplicated students and individuals with

exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

- Courses with Board Approved Instructional Materials
- Courses that provide students with opportunities to meet high school graduation requirements
- Courses in Career Technical Education

In the elementary program, each student meets with their teacher to develop an Individual Learning Plan (ILP) that includes both short- and long-term goals around education, career, and support opportunities. In middle and high school, students will meet with the school counselor to create the ILP. The ILP is the local measure to ensure students have access to a broad course of study. Further, high school students also develop a four-year plan to ensure they are on track and enrolled in the courses of study necessary to complete high school.

Progress reviews of the goals on the ILP are conducted by counselors and teachers with students three times per school year (Initial, Mid-Year, End of Year). During these reviews, counselors, teachers and students identify any barriers that may exist for accessing courses. Intervention and support are provided for students to access courses as needed.

There are no differences of access to a broad course of study among the student groups. (Note: As a charter school, MSCS is essentially a single site LEA, so there is no need to address access across multiple school sites.) The ILP for all students (and the four-year plan for high school students) is the same for students of all backgrounds. Students who enroll in the school are provided the same curriculum and courses as that of their peers in the corresponding grades. Any changes made to the curriculum and courses are based on specific data driven factors. For all students, this would include quarterly review of grades, assessment data, teacher input, and parent input. Further, for high school students, a transcript review by the counselor would consider credits attained and needed in order to graduate. All of this information is reviewed three times per year by the counselor and administration, so that students are in the proper courses of study to ensure academic progress and completion.

There are no barriers at this time in providing access to a broad course of study to all of our students. All students are provided with the necessary curriculum, instruction, and materials to support them in accessing a broad course of study.

To ensure access to a broad course of study for all students in a 21st century learning environment, MSCS has implemented 1:1 technology devices for all students. Through the use of the 1:1 devices, students are able to access the school's online curriculum, as well as have access to online resources to better support the student in the home learning environment. Additional purchases of WiFi devices will allow students to have access at home, so they may maintain connectivity to the Internet even when not on school grounds.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Come Back Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-386-6025

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

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

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts		2			
World Language		2			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

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

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

Educational partners continue to identify the staff and the relationships they build with students as a continued strength of the program. As an adult program, family engagement is emphasized rather than parental engagement. /Family may include the student, mother, father, siblings, wife, children or even in-laws. Students are encouraged to have family support if available as the school understands that the success of students is based on the support of all the student's relationships. At the core of this belief is the welcoming learning environment in which students and their families can feel safe and comfortable. The school focuses on the continual development of positive relationships among staff, students, and their families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Two areas of improvement continue to focus on improving communication between the school and families and providing teachers with tools and strategies to support adult learners. While two-way communication was identified as a strength, the effectiveness of such communication for all students continues to be a challenge. CBCS students have continued barriers to completing their education. The students may have unstable or inconsistent living situations, the lack of reliable phone service, lack of transportation, or the lack of connectivity. While the school helps with transportation and connectivity, not all students in need take advantage of such support. Further, adults have different needs than that of typical K-12 students. CBCS must provide staff the tools to support adult students from a multitude of backgrounds. Further professional development is needed in this area. To improve communication with the families and communities as a whole, the school is revamping its website to provide more information to current and interested students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve engagement with underrepresented families, CBCS plans to do more outreach from other personnel such as the school counselor and campus supervisors to see how the school can support students and their families. The greater use of home visits for underrepresented families is planned. Further, more effective relationships with community agencies is being sought. Working with programs like Empower can ensure students have the needed supports and encourage to achieve their high school diploma followed by job training or college. New personnel have also been hired to provide bilingual support to Spanish speaking families for students still considered English Learners.

Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

As an independent study program, students work closely with teaching staff to ensure students are progressing both academically and in their career technical skills. To support students with maintaining a job or family commitments, CBCS staff provides flexible scheduling to allow students to work around these commitments. While the school allows a great deal of flexibility, students are still held to high expectations and time commitments when it comes to work completion and attendance. This is achieved by the relationship and partnership set up by the staff and students. The school orientation process also allows for students and thier families to know policies and expectations of the school and how all partners can best work together. Further, teachers are provided regular professional development to help wupport improving student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area of improvement is centered around the providing of information and resources to families to support the student's learning at home. Family support varies from student to students. For students with children, this can be especially challenging when trying to finish their education and supporting their children. The is developing and refining a new student handbook that will provide information for families on how to support student learning. The handbook will also provide families with information on their rights and how to advocate on behalf of the student. While this is a strength of the school for students with IEPs, CBCS will work to improve this area for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The school has brought on additional personnel to help with improving student outcomes, especially for the underrepresented populations. An instructional support assistant will provide additional weekly support for English learners and students with IEPs to support the needs of this specific populations. This instructional support assistant will also help students with tutoring either through this specific staff member or with other tutors provided through other MCOE programs. This process will ensure the support and tracking of students who need the additional help and that underrepresented students are receiving the added supports they need.

Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

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

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

CBCS students and their families have the opportunity to be a part of the decision making process by participating in the school's Advisory Board. The Advisory Board is made up of staff, district personnel, students, and community members that provide input into school policies, curriculum, and school activities. Students and their families can choose to be an active member on the board or merely attend meetings to stay abreast of any changes or updates to the school program. Staff are able to provide input and feedback during regular staff meetings. During staff meetings, all aspects of the school program including curriculum, instruction, and student supports are discussed.

CBCS advisory meetings will incorporate a process for planning, designing, implementing, and evaluating family engagement activities at the school. By incorporating family input and formalizing the process, CBCS will help ensure students and their families are participating in activities that will help them improve.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

An area of improvement is for the school to hold Advisory Board meetings more often. Also, the school must encourage more participation from students and their families in Advisory Board meetings. Student staff meetings must also be held on a more regular basis. As the program continues to grow throughout the county, staff meetings and advisory meetings may be held in person, virtually, or a hybrid of the two. The school is looking to provide hybrid meetings to provide the greatest flexibility and participation in the school's decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As part of improving the decision making process, the school will look at ways to support input from all of the educational partners. The school plans to seek more input and follow up through additional educational partner meetings. Such meetings are in addition to the Advisory Board and staff meetings. Such meetings may focus on the school's underrepresented families and community partners to help the school determine how to best support its special populations.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

DATA:

CBCS annually administers a school climate student survey twice per year, once per semester. The survey provides a measure of student perceptions of school climate in regards to safety, connectedness, and academic motivation and opportunities. The school climate survey was administered in the winter of 2021 and the spring of 2022. The following data is from the spring 2022 surveys. Overall, 95.17% of the student responses positively rated the school in a variety of areas related to school climate. The four main areas of measure, as noted as a metric for Goal 1 of the LCAP, are students feeling safe in school (in person or virtually) (100%), feeling supported by school staff (100%), believing teachers and staff truly care about them (95.65%), and having an available adult at school to talk to when feeling upset or frustrated (91.30%)

The results of the other areas of the surveys were as follows: the importance of being prepared for college and career (100%), looking forward to participating in school (95.65%), trusting their ability to solve difficult problems (95.65%), and expecting to have a good day when doing schoolwork (100%). All these areas showed significant positive results. The only area showing a much lower positive rating is in the area of having at least one school friend they can talk to when having a difficult day (78.26%). This area is and continues to have the lowest rating of all school climate ratings.

MEANING:

Overall, students feel very connected with the school. While the surveys only included a small representative sample of students, CBCS feels that the majority of students have a connection with the program due to the relationships built between teacher and student. CBCS will continue to focus in this area to maintain the school's positive rating among students. The school wants to maintain ratings of 90% or better, as stated in the metrics for Goal 3 of the LCAP. This maintenance goal of continuing to provide a safe and welcoming learning environment appears to be effective as reflected in the school climate data.

USE:

Analysis of the data demonstrate that students will continue to benefit from positive interactions with the staff and the continual promotion of academic success for all students. College and career preparation is still important and providing students opportunities to set goals, plan, and develop career and life skills are essential. CBCS plans to increase opportunities for students to become involved both on and off campus and to provide students more opportunities to work collaboratively. More professional development opportunities will be provided to teachers to better support the learning of adult students.

While not reflected in the climate surveys, educational partner feedback shows the need for better supports – academic and basic needs - to improve student outcomes. The school will look at ways to provide greater supports with the funding for these specific actions in the LCAP.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

CBCS annually measures the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study per California Education Code 51210 (grades 1-6) and 51220 (grades 7-12), including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. Annual reviews of the courses of study are conducted to inform the development of the LCAP.

In grades 1-12, the LEA defines a Broad Course of Study as:

- Courses with Board Approved Instructional Materials
- Courses that provide students with opportunities to meet high school graduation requirements
- Courses in Career Technical Education

Each CBCS student meets with their teacher and/or school counselor to develop both short- and long-term goals around education, career, and support opportunities. The plan ensures students have access to a broad course of study.

Progress reviews of the goals on the plan are conducted by teachers, counselors and/or other staff with students on a monthly basis. During these reviews, staff, teachers and students identify any barriers that may exist for accessing courses. Intervention and support are provided for students to access courses as needed.

There are no differences of access to a broad course of study among the student groups. (Note: As a charter school, CBCS is essentially a single site LEA, so there is no need to address access across multiple school sites.) Students who enroll in the school have access to the same curriculum and courses as that of their peers. Students are assigned the curriculum and courses based primarily on student credit deficiencies, student input, and teacher recommendation. Because CBCS students enroll into the program with a varying array of credit deficiencies, teachers regularly review grades, assessment data, and student feedback. All of this information is reviewed on a monthly and quarterly basis by the teacher, counselor, administrator and other agency representatives (i.e., Empower) to ensure students are in the proper courses of study to ensure academic progress and completion.

There are no barriers at this time in providing access to a broad course of study to all of our students.

To ensure access to a broad course of study for all students in a 21st century learning environment, CBCS has 1:1 technology devices for all students. Through the use of the 1:1 devices, students will be able to access the school's online curriculum, as well as have access to online resources to better support the student in the home learning environment. Additional purchases of WiFi devices will allow students to have access at home, so they may maintain connectivity to the Internet even when not on school grounds.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

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



SAVE *the* DATE

AUGUST 4, 2022 | 8 AM - NOON
MERCED THEATRE

Opening, Closing, Holiday and Vacation Schedules

School Districts	Open	Thanks-Giving	Winter Break	Other Non-Instructional Days	February Recess	Spring Break	Close
Atwater	8/10	11/21-25	12/16-30	2/1	2/20-24	4/7-14	6/2
Ballico-Cressey	8/10	11/21-25	12/19-1/2	9/6; 1/17	2/20-24	4/10-14	6/1
Delhi Unified	8/3	11/21-25	12/19-1/6	10/7	2/17-20	4/7-14	6/2
Dos Palos-Oro Loma	8/8	11/21-25	12/19-1/6	11/1; 3/31	2/17-20	4/7-14	6/2
El Nido	8/11	11/21-25	12/19-1/6	10/10	2/20-24	4/10-14	6/8
Gustine Unified	8/10	11/21-25	12/21-1/4	11/1; 3/13	2/20-24	4/7-14	6/2
Hilmar Unified	8/10	11/21-25	12/22-1/6	10/31; 11/1	2/17-20	4/7-14	6/1
Le Grand Elementary	8/11	11/21-25	12/19-1/6	10/3; 11/1	2/20-24	4/14-21	6/9
Le Grand Union High	8/10	11/21-25	12/19-1/6	10/24	2/20-21	4/10-14	6/1
Livingston	8/16	11/21-25	12/19-1/6	10/14	2/17-20	4/10-14	6/7
Los Banos Unified Elementary	8/10	11/21-25	12/19-1/6	5/5	2/13; 2/20	4/3-4/10	6/2
Los Banos Jr. High & High School	8/9	11/21-25	12/19-1/6	5/5	2/13; 2/20	4/3-4/10	6/1
San Luis High (Continuation) / Crossroads (Independent High)	7/18	11/21-25	12/19-1/6	9/5-9; 10/24-28; 5/5	2/20-24	4/10-14	5/31
McSwain	8/17	11/21-25	12/19-1/2		2/20-24	4/7-14	6/7
Merced City	8/10	11/21-25	12/16-1/2		2/20-24	4/7-14	6/1
Merced College	8/16	11/24-25	12/26-1/2		2/10; 2/20	4/14-21	5/30
Merced River	8/10	11/21-25	12/19-1/2	2/13	2/20-24	4/7-14	6/2
Merced Union High School District	8/10	11/21-25	12/19-1/2		2/20-24	4/7-14	6/1
Plainsburg	8/10	11/21-25	12/22-1/6		2/20-24	4/7-14	6/1
Planada	8/15	11/21-25	12/19-1/6		2/20-24	4/10-14	6/8
Snelling	8/10	11/21-25	12/16-1/2		2/20-24	4/7-14	6/1
University of California – Merced	8/17	11/23-25	12/16-1/9		2/20	3/20-24	5/12
Weaver	7/21	11/21-25	12/16-1/2	10/24-11/4	2/13-24	4/10-14	6/1
Winton	8/10	11/21-25	12/16-1/2		2/20-24	4/7-14	6/1
MCOE-Special Education	8/10	11/21-25	12/16-1/2		2/20-24	4/7-14	6/1
Valley Community School – Atwater & Merced	8/10	11/21-25	12/19-1/2	10/31	2/20-24	4/7-14	6/1
Valley Community School – Los Banos	8/10	11/21-25	12/19-1/2	10/31	2/20-24	4/7-14	6/1
Merced Scholars Charter School	8/10	11/21-25	12/19-1/2	10/31	2/20-24	4/7-14	6/1
Come Back Charter	Continuous	11/21-25	12/16-1/2		2/20-24	4/7-14	
Head Start	Please visit: http://www.mcoe.org/deptprog/earlyed/HeadStart/Pages/Program-Calendars.aspx						

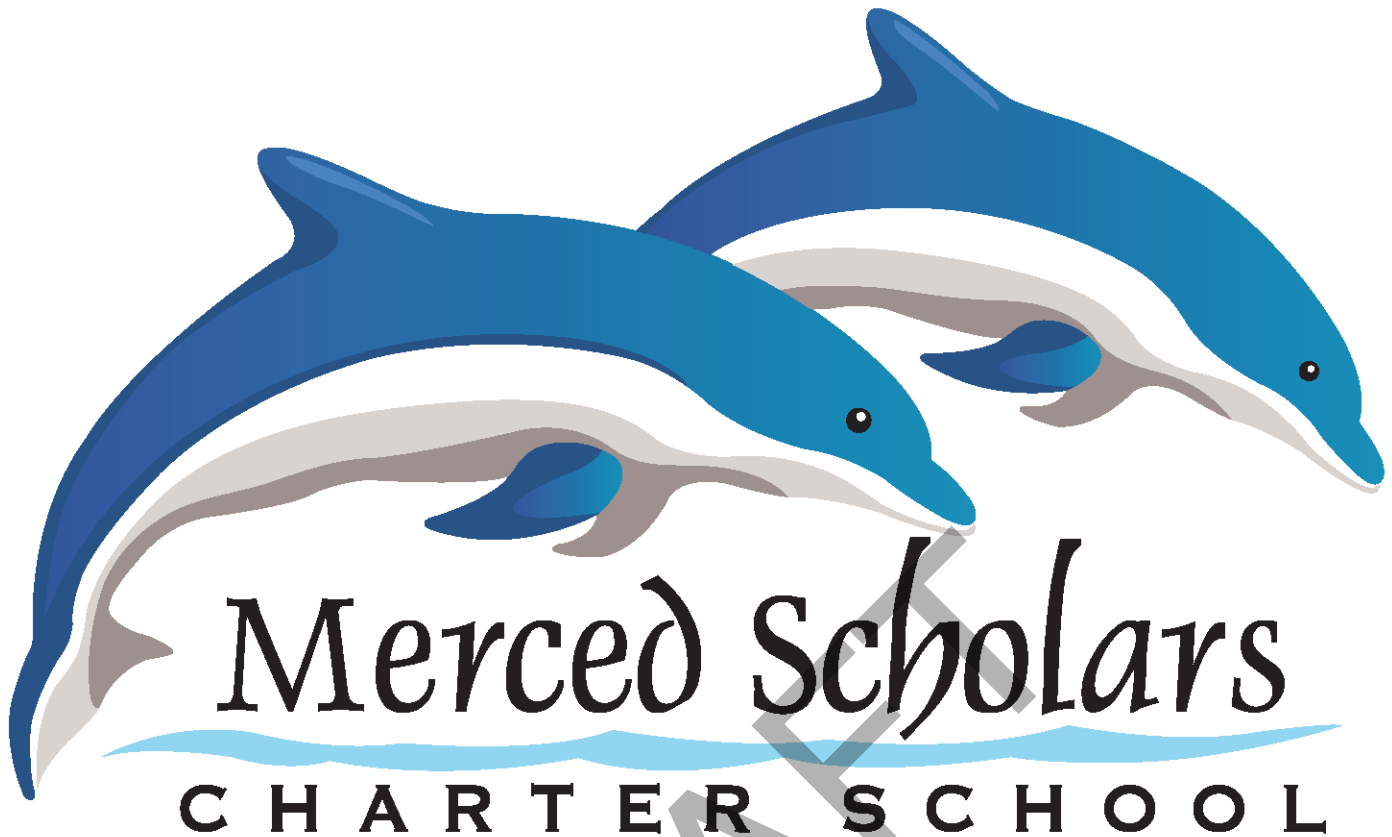
All Schools Closed: Independence Day Jul 4 – Labor Day Sep 5 – Veteran's Day Nov 11 – ML King Day Jan 16 – Memorial Day 5/27/2022 – Juneteenth Jun 19

Merced County Board of Education

Business Items for Action



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



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced Scholars Charter School

CDS Code: 24102490106518

School Year: 2022-23

LEA contact information:

Mark Pintor

Principal

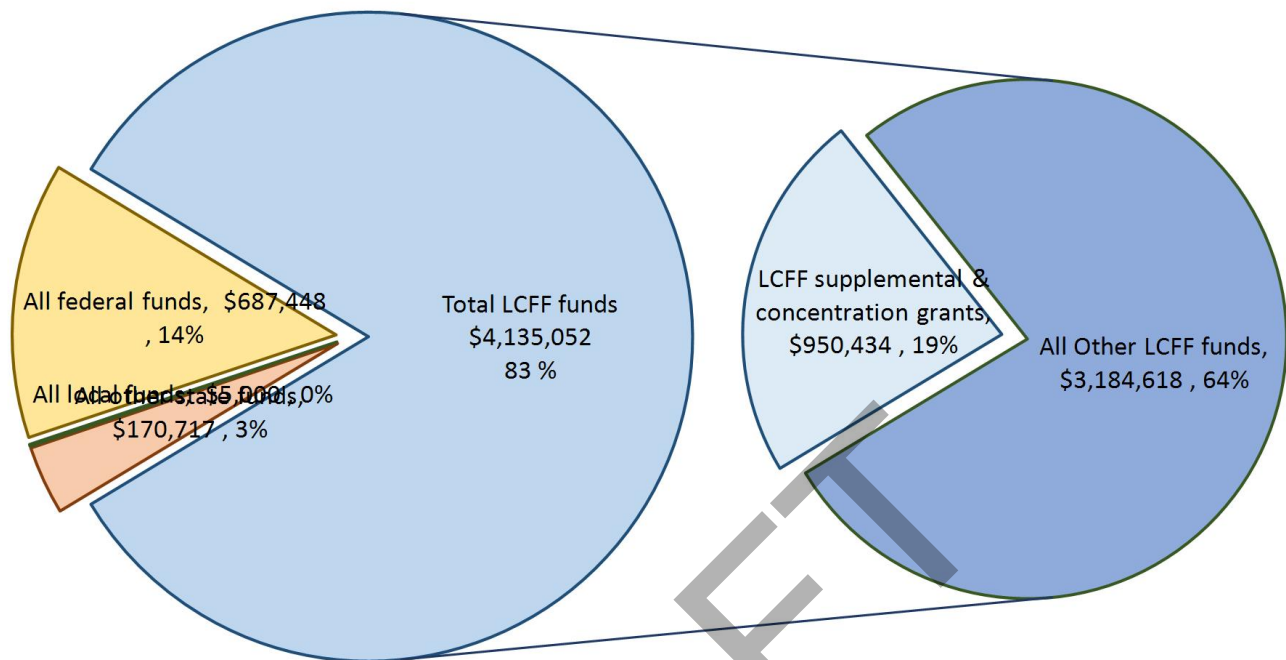
mpintor@mcoe.org

209-381--5165

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

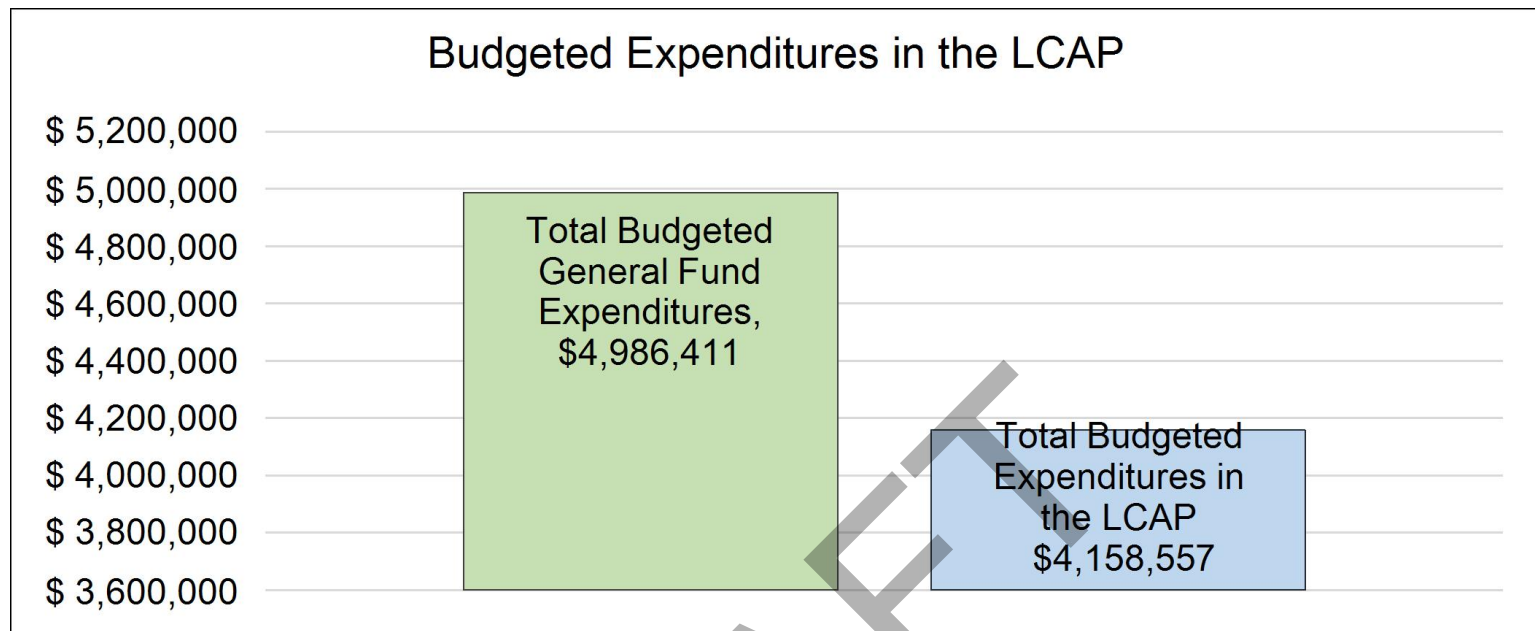


This chart shows the total general purpose revenue Merced Scholars Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced Scholars Charter School is \$4,998,217, of which \$4,135,052 is Local Control Funding Formula (LCFF), \$170,717 is other state funds, \$5,000 is local funds, and \$687,448 is federal funds. Of the \$4,135,052 in LCFF Funds, \$950,434 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Merced Scholars Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Merced Scholars Charter School plans to spend \$4,986,411 for the 2022-23 school year. Of that amount, \$4,158,557 is tied to actions/services in the LCAP and \$827,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

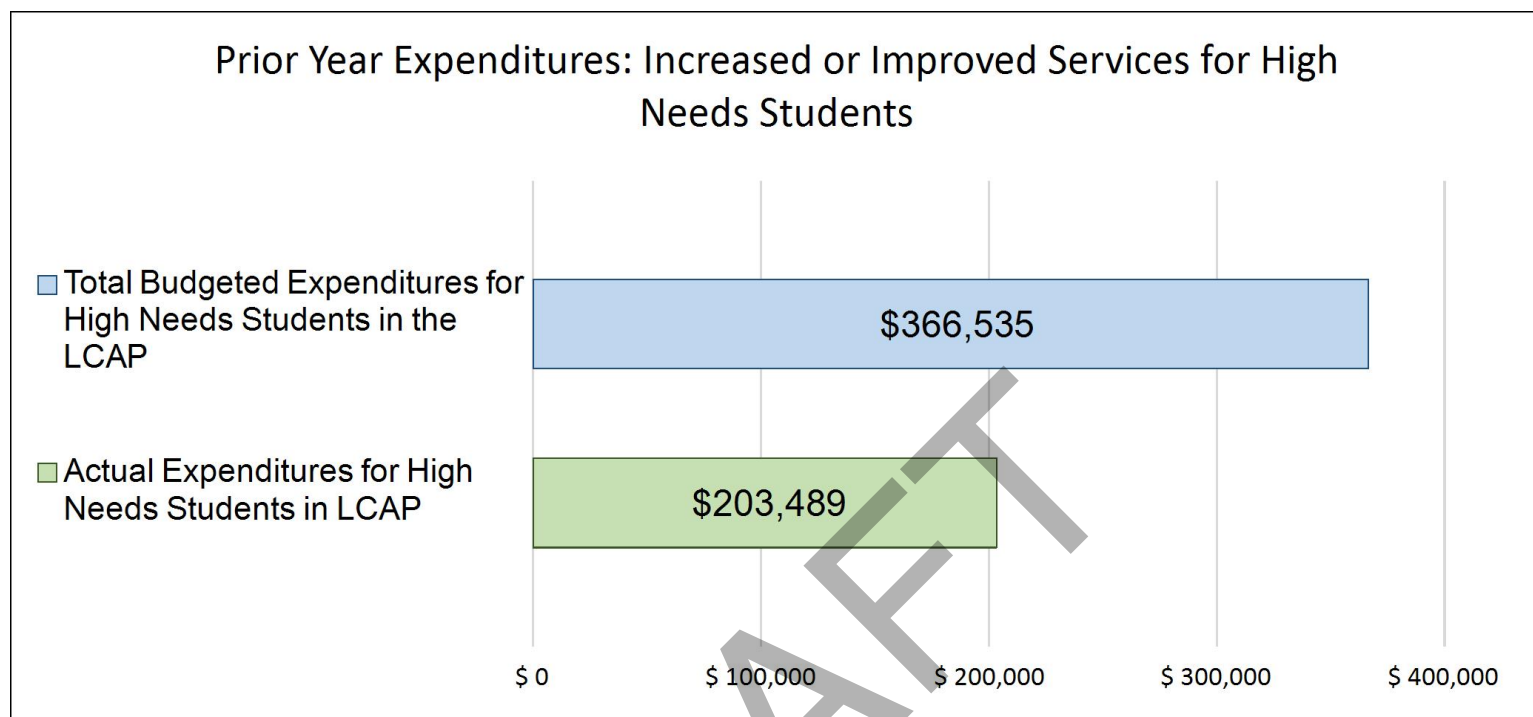
Other General Fund Budget Expenditures not included in the LCAP for the 2022-23 school years are expenditures allocated for salaries, supplies, services, and indirect costs not prioritized in the plan but necessary for the general operations of the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Merced Scholars Charter School is projecting it will receive \$950,434 based on the enrollment of foster youth, English learner, and low-income students. Merced Scholars Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Merced Scholars Charter School plans to spend \$1,055,798 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

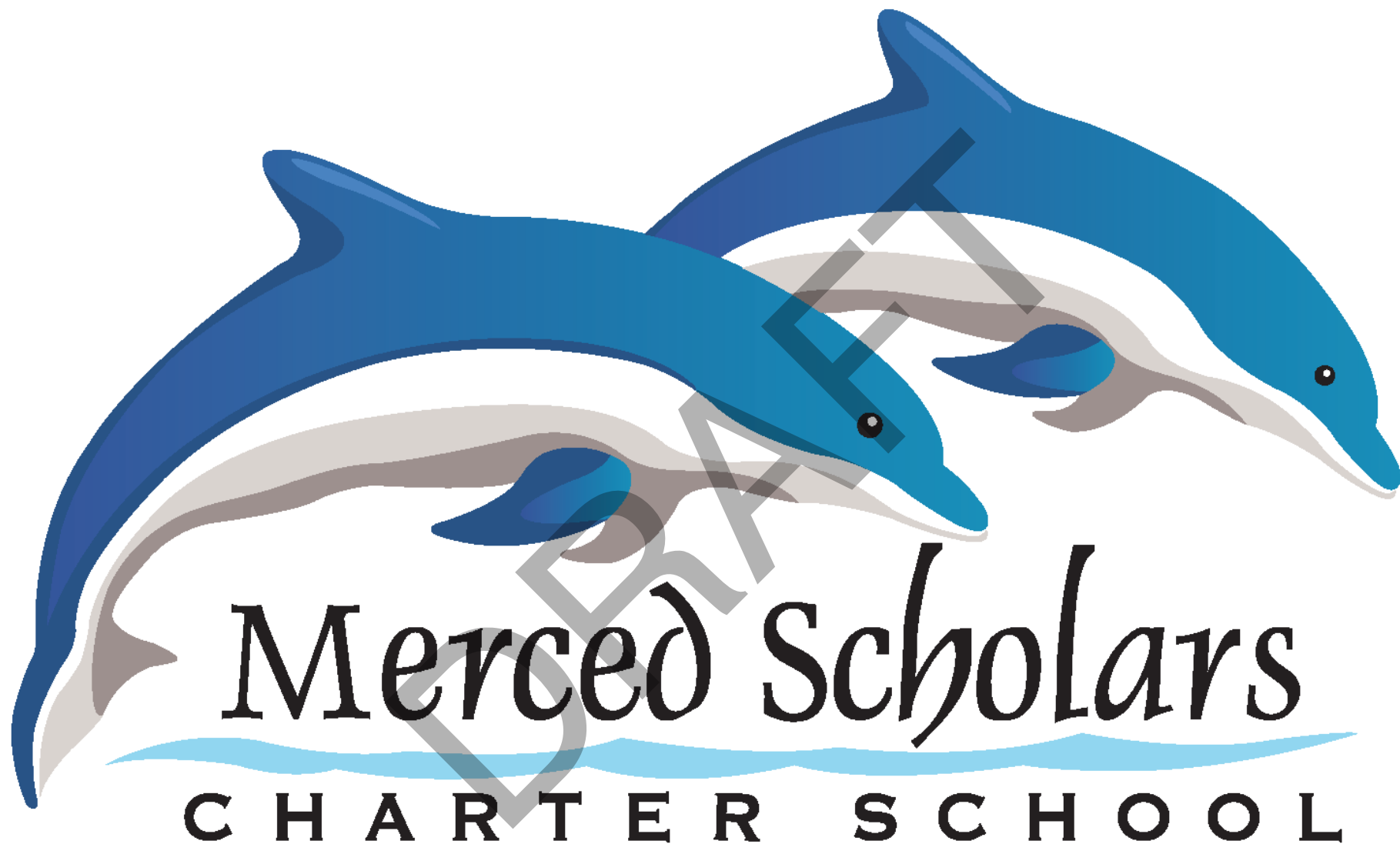


This chart compares what Merced Scholars Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced Scholars Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Merced Scholars Charter School's LCAP budgeted \$366,535 for planned actions to increase or improve services for high needs students. Merced Scholars Charter School actually spent \$203,489 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-163,046 had the following impact on Merced Scholars Charter School's ability to increase or improve services for high needs students:

The difference in budgeted and estimated actual expenditures was due in large part to the delay in replacing and acquiring new staff members to support the actions and services. Services were provided through current staff whose costs were associated with another goal and action. Additionally, one time funding was used to provide some of the actions and services to students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-381-5165

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Educator Effectiveness Plan and A-G Implementation Grant funds received were not included in the 2020-21 LCAP. Merced Scholars Charter School and the Merced County Office of Education did not receive Expanded Learning Opportunity - Program funds.

MSCS received the Educator Effectiveness Block Grant and will receive the A-G Improvement Grant in February 2022. The school used the Local Indicators survey, school climate survey, a local professional development survey to all staff, and discussion at staff meetings to create a plan for the use of funds for the Educator Effectiveness Grant plan. MSCS will also assess needs and solicit feedback from educational partners with our upcoming spring survey which will include professional development priority questions. The school has begun recent discussions on the A-G Improvement grant and are in the early stages of planning and the development of our plan's implementation timeline. MSCS will include educational partners in the training of the use of the funds and planning and implementation of the actions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

With the additional concentration grant add-on funding, MSCS plans to recruit and hire additional instructional support staff to support student learning. Instructional support assistants provide integrated and targeted services to students needing remediation or intervention. The focus of support staff is to provide our high needs student population with the additional instruction needed to achieve their goals and objectives. MSCS will identify our low income, foster youth, English learners, and special education students for this targeted support.



MSCS is currently attempting to backfill open instructional support positions. Once those have been filled, the school will recruit and hire additional support staff. New staff are expected to be hired in the spring. The additional concentration add-on funding, ESSER funding, and increased LCFF from higher enrollment will help to retain the additional support staff in future years.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

For CARES Act and CRRSA Act funding, MSCS gathered information from educational partners in staff meetings and surveys conducted with students and their families. The information gathered helped formulate a plan for expenditures to meet the needs of the students during distance learning through the pandemic.

CARES/LLMF, ESSER I, GEER, and ESSER II

MSCS worked with the Student Programs Leadership Team in planning expenditures from these federal resources. The site administrator then presented the information to school site staff for feedback. The school conducted several surveys with students and their families to assess the needs of families to support the recovery from the pandemic and also the need to support their child's distance learning.

ELO, ESSER III, and LCAP Plan

MSCS worked with the other programs at MCOE to develop and gather information on the development of the plan. The programs of MCOE gathered information from community partners over the course of the 20-21 school year through the use of virtual meetings, surveys, or direct phone contact to inform program services and align resources with various plans such as LCAP, Expanded Learning Opportunities, and ESSER plan. A Leadership Team was formed that included the Student Programs Director, coordinator, school site principals including the MSCS principal, the school psychologist, after-school program advisor, certificated staff, classified staff, members of the bargaining units, parent/guardian representatives, and students. During meetings, participants were informed of survey results and asked to rate the priority of suggested goals and actions. Community member and staff engagement continued into the 21-22 school year via surveys, parent phone calls, virtual and in-person meetings to confirm and prioritize actions as part of ongoing progress monitoring of services as well as specifically inform actions for the ESSER III plan.

After analyzing stakeholder feedback and discussions with the Leadership team, our program has identified the following strategies to be implemented with our grant allocation: extending instructional learning time, accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports, integrated student supports to address other barriers to learning, additional academic services for students, and training for school staff to address students' social-emotional health and academic needs.

All meetings, except for staff meetings, were communicated via Parent Square. In addition, the school's Advisory Board/School Site Council were informed of the plan and asked for feedback throughout the quarterly meetings. Various portions of the plan and proposed funding were



shared during school staff meetings as well. In addition, the community was informed through surveys, webpage postings, and Board meetings. Finally, two virtual ESSER III Community Engagement Events were held and offered to MSCS family, students, and staff.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The COVID-19 Safety Plan for MCOE, which included MSCS, was updated on December 13, 2021, and approved by the Board. MSCS along with MCOE is committed to maintaining the health and safety of students, staff, and families. Unless a student has a medical exception, all students are required to wear face masks. The majority of the students or staff that have contracted COVID is through home exposure that is brought into the school setting. The success in this endeavor is the continued effort in implementing contact tracing quickly to prevent continued exposure. Students and staff have implemented safety measures through physical distancing and healthy hygiene practices inside and outside the school program. The testing of staff and students has been a challenge. MCOE has open nurse positions that continue to be unfilled and the limited availability of tests. This impacts the timeliness of testing and contact tracing. As well, the contact tracing protocol is ever-changing from CDPH, which leads to confusion for staff, parents, and students. MCOE has had meetings with educational staff and shared the COVID protocols with parents to keep everyone informed of the changes. Although there have been many challenges, MSCS with the support of MCOE is committed in its efforts to maintain the health and safety of students, educators, parents, and other staff.

At the Student Programs level, progress has been made in the actions planned in the ESSER III plan. These actions were in part funded to support MSCS as well. In January, Student Programs hired a short-term, part-time clerk to support student files and two health assistants for two of our school sites to help with COVID tracing, vaccinations, testing, and overall health needs of our students. For February, a fiscal analyst was hired to support the new funding resources. In addition, Student Programs also hired a teacher to provide support classes to identified students, three youth engagement specialists to work with students, and a student worker for the office to work with families enrolling students. Each of these hires either directly or indirectly supported MSCS. A portion of the school's funding went to support these hires. The youth engagement specialist along with the purchase of social/emotional screeners and grief curriculum will be utilized to support students' social and emotional well-being. Finally, funds were utilized to purchase enough student devices for all students. Additional funds were used to maintain the current inventory by repairing and purchasing accessories if needed. The school plans to add an instructional aide and administrative clerk to support the growing program. The school along with the support of Student Programs and MCOE continue to supply personal protective equipment to all staff and students with these funds.

The primary struggle this school year has been staffing and bringing on new positions to support the expanded offerings at the school. The school facilities have been able to support the expanded program. The addition of the Atwater Education Center has provided ample space to support the Wardrobe Center. However, as we continue to move forward and grow, the need for more space continues to be a concern.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

MSCS coordinated the planning and implementation of the actions in the ESSER III and the Safe Return to In-Person Learning in alignment with the goals in our LCAP to improve outcomes for students and maximize our funding. By using the needs assessment and gathering feedback from our educational partners, MSCS created the goals and actions in our LCAP. During the process of creating the ESSER III plan, MSCS used the feedback and assessment to develop actions for areas that would provide more services using the funds provided in the 2021 Budget Act. Fiscal resources are aligned within the applicable plans and the 2021/22 LCAP. The following are Goals and Actions in the LCAP that were expanded with the additional funding received:

LCAP Goal 1 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 2 – The school has plan for the hiring of additional instructional support staff. ESSER III extends this LCAP action to allow the hiring of additional staff.

Action 4 - The school is seeking and refining its elementary curriculum. ESSER III allows for purchase of curriculum materials to support these specific grade levels.

Action 7 – The school is providing more opportunities in art and music. The ESSER III funds will allow the school to bring more enrichment opportunities in this area to students.

LCAP Goal 2 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 2 – Increase or improve Career Technical Education (CTE) offerings. ESSER III will support the purchase of additional resources to improve or expand the school’s CTE offerings for students.

LCAP Goal 3 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 3 – Maintain adequate facilities and ensure enough technology for staff and students. ESSER III will help with the purchase of additional devices and to support the school in maintain an adequate inventory.

Action 4 & 5 – Behavior/Social/emotional support program. ESSER III will help to expand the supports to help students with maintaining a positive and healthy approach toward their academics.

LCAP Goal 4 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 5 – Supplemental staff to support tutoring and other academic support. ESSER III will support the hiring or additional support staff or the use of a service-based provider to support students in their academics.



Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support



recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-381--5165

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Merced Scholars Charter School (MSCS) was established in 2004 to meet the need for a secondary nonclassroom-based program. In March of 2022, MSCS was approved to add a dual language immersion program to begin in the fall of 2022. Since its inception, MSCS has grown to be a multi-faceted program to support learners of all backgrounds. MSCS is authorized and managed by the Merced County Office of Education (MCOE) and serves students throughout Merced and adjacent counties.

Nonclassroom-based (NCB) Program:

MSCS operates a multi-site nonclassroom-based program that provides students a traditional school program in an alternate setting. In 2006, the school expanded to include middle school students. In June of 2019, the school was authorized to include grades kindergarten through five and now offers an NCB program for grades TK-12.

Sometimes referred to as home school or independent study, the NCB program is much more than that. The school is designed for students striving for academic excellence in a nonclassroom-based environment. Students are provided a college-based schedule for onsite support and the flexibility to complete work at home in a manner that is best suited for their learning needs. MSCS is for those students who wish to take a college prep program with the flexibility to support them in pursuing other interests. Students of varying backgrounds and interests attend the NCB program.

The base NCB program requires students to meet with teachers in person, preferred, or virtually at least once per week. Similar to an independent study program, work is assigned each week and the previous week's work is graded and analyzed by a certificated teacher to ensure the student is engaged in work daily and completing assignments regularly. Like a home school, parents and families play a major role in supporting their child's learning at home. Therefore, collaboration between teachers, families, and students is critical to ensure student success.

Because the school provides students a variety of on-site services, the majority of MSCS students come to the school site multiple times per week. Besides their weekly meeting, students can attend on-site classes that include three different Career Technical Education (CTE) pathways, individualized tutoring, college prep workshops, workability workshops, and activities for social engagement. High school students



can also enroll in college classes free of tuition charges and students who complete college classes earn both high school and college credits. Beginning in the 2022-23 school year, students will be able to take dual enrollment college courses. This will allow students to take college courses at the school site and virtually and receive core high school credit for those courses.

Dual Language Immersion (DLI) Program:

For the 2022-23 school year, MSCS will now provide a classroom-based dual language program. Students will be able to enroll in one of two possible dual language strands, either English/Hmong or English/Spanish. Students will be immersed in one of two languages throughout the school day. Utilizing the 50/50 model for dual language acquisition, students will develop their bilingual, biliteracy, and bicultural skills. The program will begin in the 2022-23 school year with Transitional Kindergarten through Grade 1. In successive years, the program will add an additional grade until it becomes a full TK-6 program in 2027-28.

Our Vision:

Merced Scholars Charter School provides the most diverse and individualized program to students of all backgrounds in order to develop them into responsible and productive citizens.

Our Mission:

Merced Scholars Charter School will provide a personalized, versatile, agile program that is responsive to evolving community and global needs; thereby preparing students to become successful, responsible and contributing citizens who read, write, communicate and calculate with clarity and accuracy, using current technologies and resources.

Educational Philosophy:

We believe:

- MSCS must strive to meet or exceed the academic standards set forth by the State of California.
- Every child is capable of excelling in learning environments that are welcoming and positive.
- Instruction should be adapted to meet the needs of each student.
- Parental involvement is a necessary component to the success of a child's overall educational growth and well-being.
- Dedicated staff, parents, and students should work as a cohesive unit to foster a love of learning and a commitment to responsible citizenship.
- Parents and educators must value partnerships with business and the community at large.
- Students who take ownership of their education will be life-long learners.
- Education must include academic, personal and social development.
- Students must be provided with the tools to understand lifelong decision-making.
- Schools must practice sound management of business operations.



Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In the 2021-22 school year, the school faced many challenges. With the passage of Assembly Bill 130, the school's expected enrollment changed significantly. The school's projected enrollment of 182 students nearly doubled in 2021-22. The school at one point had 330 active students. This required more staff, supplies, and space. The school acquired space at another Merced County Office of Education (MCOE) facility. Also in 2021-22, the school became a full TK-12 program. The elementary portion (TK-5) had a projected enrollment of 50 students, but peaked with 110 students during the school year. This growth had both positive and negative effects on the overall school program.

Due to the COVID-19 pandemic, the passage of Assembly Bill 130 resulted in California suspending the reporting of state indicators on the 2021 Dashboard. Therefore, there are no state indicators published on the California School Dashboard (Dashboard) for the 2020-21 school year. However, information on DataQuest along with local indicators provide information on the successes and needs of the students.

School climate surveys continue to show that a major strength of the school continues to be its positive and welcoming environment. Surveys given in the fall and spring show that educational partners continue to have a positive view of the school and a connection with the school and its staff. The spring 2022 student surveys showed that most students feel safe on campus or in their online classroom (97.44%), feel supported by the school staff (92.31%), and believe that the staff truly care for them (91.03%). Students who look forward to participating in school did decrease from the year prior to 80.77%, but this continues to be success. The school's growth and numerous changes was going to have positive and adverse effects, but it had little effect on how students feel treated by the school and its staff. Overall, 85.75% rate the school positively on the spring surveys. The school continues to have zero suspensions and expulsions.

The school continues to meet the Local Indicators. Local indicators show students had access to a broad course of study, sufficient instructional materials, and excellent school facilities.

While there was no College/Career Indicator (CCI) for 2021, the CCI reports do show some interesting information for the school's participation measures. While 15.2% of graduates completed a Career Technical Education (CTE) Pathway, 22.2% of Hispanics completed a pathway. For all students, 18.2% completed at least one semester of college credit courses while 15.2% completed at least two. The Hispanic population for both categories was at 22.2% for both these measures. The results for the Seal of Biliteracy were similar with 12.1% of all graduates earned the Seal compared to 16.7% of Hispanics.

Other highlights and successes of the school revolve around staffing, facilities, and student supports in the form of classes and tutoring. MSCS was able to acquire another larger and newer facility to support the growing enrollment. This new facility also allowed the school to provide more on-site classes in math, tutoring times, and enrichment and/or elective options in the arts. For tutoring and other support, MSCS continues to partner with other MCOE programs such as Cal-SOAP and the College and Career Program. Also, MSCS is expanding and adding more supports from Merced College, UC Merced, and Fresno Pacific University. The school has also added twice the number of teachers, three additional instructional support assistants, and a youth engagement specialist to support students social/emotional needs.



The school's CTE programs continue to provide students hands-on opportunities to use tools such as a laser cutter, vinyl printer, and 3D printers. Students have access to robots and other electronics to practice programming and coding. All students are provided with a device for completing assignments and a WiFi hotspot is available if a student does not have an Internet connection. Students have access to a rigorous online curriculum program with access to over 40 core courses and the same in elective options.

Reflections: Identified Need

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

As stated in the previous section, the passage of Assembly Bill 130 resulted in California suspending the reporting of state indicators on the 2021 Dashboard, which includes the College/Career Indicator (CCI). The 2021 CCI reports, however, do provide student participation in measures that were determined to be valid and reliable that would have been included in the 2021 Dashboard.

Based on the 2019 California Dashboard indicators and the local and available state measures for 2020 and 2021, MSCS continues to focus on the three critical areas for improvement. These three areas continue to be: Chronic Absenteeism (orange), English Language Arts (orange), and Mathematics (red).

Chronic Absenteeism has increased significantly since the 2018-19 school year. However, without the 2019-20 data, it is difficult to determine if the 2020-21 rate of 30.1% is significantly different than the previous year. It is hard to determine how much of the pandemic has affected this data. The school's rate is equivalent to the county rate, but still twice the state rate. The school continues to focus on improving attendance and student engagement. Improving attendance continues to be a focus goal in this LCAP.

In English Language Arts and Mathematics, the school continues to focus on refining and improving its Multi-tiered System of Supports (MTSS). The past school year, MSCS implemented several on site math classes and interventions to support students. While the goal is to improve both English language arts and math, math continues to be a focused area of the school. Goal 1 addresses this area and continues to focus on rigorous and quality curriculum, professional development, assessments to identify student needs, and a tiered intervention system to support students, especially English learners, foster youth, low income and special education students. Once the state data is released for the 2021-22 school year, the school should have access to subgroup information so that the school can better target and support our special populations.

With the addition of the elementary program, and the addition of a new dual language classroom-based elementary program, the need for more information on the school's subgroups will help to improve outcomes for all students in all grade levels.

The school feels that the LCAP plan continues to address the critical needs as identified by the available data. These same needs and actions have also been reaffirmed by the school's recent WASC accreditation and by the feedback from our educational partners. Therefore,



with some changes in expenditures to account for the larger enrollment and the addition of the dual language program, the school feels that the current LCAP goals and actions will meet the needs of its students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1 continues to be a broad goal focused on student academic performance and support. MSCS continues to analyze, review, implement, and refine systems and practices that best support students and their needs. This year, the school will incorporate a data plan to monitor performance measures during specified collaboration meetings throughout the year. This will allow the school to adjust instruction and support on a more timely basis. Actions under Goal 1 continue to focus on the effective use of a tiered intervention system for academics, additional instructional support (in addition to teacher meetings and support classes), professional development, a more effective formative assessment system, greater opportunities in arts and music, and development and implementation of the school's elementary curriculum. For the 2022-23 school year, this will include the dual language elementary program. All actions reflect the lessons learned from the 2021-22 school year and the continued need to address deficiencies in student outcomes due to the effects of the pandemic.

Goal 2 continues to be a focused goal on ensuring students are career and college ready. Actions in this goal focus on greater participation in taking college courses and in the school's Career Technical Education (CTE) program. For 2022-23, the school will now offer dual enrollment courses through Merced College. Actions continue to focus on career exploration and interests with the expansion of elective offerings and career guidance workshops. The implementation of technology-based programs beginning in the elementary program, including the new dual language program, will also help to encourage students continually participate in CTE courses throughout their K-12 career.

Goal 3 continues to be a maintenance goal focused on the safe and welcoming environment that so many students and families appreciate about the school. Maintaining a highly qualified staff, sufficient quality instructional materials, a safe physical environment, and a supply of current technologies to ensure connectivity for all students. Additionally, the implementation of greater social/emotional support will provide students and families needed resources and activities for their mental health and safety. School events, activities, and incentives will be utilized to continue the sense of community and belonging for all students and will include more multicultural events to support the dual language program.

Finally, Goal 4 continues to be a focused goal on improving student attendance. Actions include a tiered intervention to address attendance and workshops and activities to keep students and their families engaged with the school. Regular engagement will help to keep students connected and to reduce absenteeism and increase work completion. This continues to be a focus of the school as the effects from the pandemic continues to have a significant impact on student performance and engagement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable.



Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

For the development of the 2021-2024 LCAP, stakeholder input was gathered through virtual meetings and surveys. Meetings and surveys generated information and feedback that served in the development of the LCAP.

Educational partners surveys were conducted during the following dates. Survey of staff, students, and parents/community for local indicators in school climate, parent and family engagement, and implementation of academic standards. The information from these surveys was used to generate priorities and refine goals. Note: all surveys, except staff surveys, announced via Parent Square. Staff surveys sent through school email.

- Survey of students on school climate (Winter) conducted December 13, 2021 through December 17, 2021.
- Survey of Staff including certificated, classified, representatives from the local bargaining units, conducted from May 16, 2022 through May 27, 2022.
- Survey of students conducted from May 16, 2022 through May 27, 2022.
- Survey of parents/community conducted from May 16, 2022 through May 27, 2022.

Educational partners surveys were conducted during the following dates. Survey of staff, students, and parents/community focused on the priorities and importance of the LCAP goals and actions. Note: all surveys, except staff surveys, announced via Parent Square. Staff surveys sent through school email.

- Survey of Staff including certificated, classified, representatives from the local bargaining units, conducted from May 23, 2022 through May 27, 2022.
- Survey of students conducted from May 23, 2022 through May 27, 2022.
- Survey of parents/community conducted from May 23, 2022 through May 27, 2022.

Stakeholder meetings were conducted during the following dates. All meetings held via the Zoom platform.

- Staff meeting held January of 2022 via Zoom
- Parent and community meeting held February of 2022 via Zoom.
- Student meeting held February of 2022 via Zoom.
- Staff meeting on final review of goals and actions held May of 2022 via Zoom.
- Advisory Board/SSC review and approval on June 8, 2022 via Zoom.

A summary of the feedback provided by specific educational partners.

Feedback from educational partner groups was gathered in the spring of 2022. Information was generated primarily through surveys and informal discussions with various educational partners. Educational partners were asked about the importance of the action items and relevance to the goals. It was determined that the goals and actions were still a priority for the majority of partners.



The following information was gathered from meetings and surveys. Many families are still concerned with the pandemic and hesitant to fully engage in all on-site activities. Parents have asked for more Zoom opportunities for students. Those that did attend on-site support would like to continue those and more opportunities for additional enrichment activities. Parents still showed a concern with being in person, but many are opening up to more on-site opportunities. Another concern expressed by parents was the balance between supporting their child's or children's learning at home with work and other demands. Support in this area would be beneficial to parents.

Student responses varied as to how much they participated in the on-site activities. Most preferred to participate in on-site activities, but some still would like to have the virtual options. Most students would like to continue to see more opportunities for events, including field trips. They felt the school was supportive of academics, but many felt they could use more help with their at-home work. Not all students were aware of the school's social/emotional supports and many said they would take advantage of it if they were available.

Staff expressed concern with student work completion and attendance. They felt students had opportunities to participate in support classes and tutoring, but that work completion, especially in the lower grades, continues to be a concern. Space continues to be an issue as the school has grown tremendously over the past year. The staff also expressed the need for additional curriculum materials to support student learning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback continued to emphasize the importance of the school environment, both in person and online. Most rated Goal 3 and its actions as a continued priority. Many appreciate the connection that students make with staff. A concern of parents is the growth and changes occurring in the program and how that will affect their connection with the school. However, that growth this year has not adversely affected the staff to student and family relationships that are the pinnacle of the program. The facility in Atwater is very conducive to classes and other support opportunities. Many just would like to see a similar facility in Merced.

The focused goals of college and career readiness and decreasing student absenteeism continue to be essential. Most partners felt this was important to make sure students attended regularly and that they were being prepared adequately for college and career.

Improving academic outcomes continues to be a priority for all partners. Feedback suggested the on-site classes and tutoring were beneficial, but to what extent and how often varied among educational partners. This balance will be a continued focus for Goal 1. While a strength of the school has become its social/emotional team and their support, many families were not aware of how much was offered. Therefore, Goal 4 Action 4 regarding communication will continue to be revised and improved as this was one area that most educational partners agreed needed the most work.

Goals and Actions

Goal

Goal #	Description
1	Inclusive Academic Instruction - Provide students the services, resources, and supports to improve and maintain academic outcomes.

An explanation of why the LEA has developed this goal.

Broad Goal - Priority 2, 4, and 7

In the most recent analysis of the California Dashboard information for MSCS from 2019, student performance on English language arts (ELA) and mathematics showed performance in the orange and red categories, respectively, for all students. While overall ELA performance for all students is near standard (20 points below), math performance is still significantly lower at 105.8 points below standard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP data in ELA and Math (distance from standard) as measured by CA School Dashboard	2018-19 ELA - 20 points below standard Math - 105.8 points below standard	2020-21 - data not available on California Dashboard website			ELA - 0 points below standard Math - 85 points below standard
English Learner access to the CCSS and ELD standards to gain academic content knowledge and English Proficiency as measured by EL Progress on CA School Dashboard	EL Progress - Less than 11 students - data not displayed for privacy	2020-21- Less than 11 students; data not displayed for privacy			50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	2021-22 = 100%			100%
NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart by grade level and averaged for grade span				ELA TK-3: 15.22 Math 13.91 ELA 4-6: 9.57 Math 6.62 ELA 7-8: 5.95 Math 3.91 ELA 9-12: 2.66 Math 1.56
English 3D Reading Inventory	20/21 Winter Benchmark 29% Proficient	2021-22 Winter Benchmark = 0% Proficient			40%
EL reclassification rate	2019-20 = 0%	2020-21 = 28.6%			10%
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.22 ELD avg 2.78 Math avg 3.56	2021-22 (5 point rating) Actual - ELA avg 3.25 ELD avg 2.69 Math avg 3.31			ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.67 ELD avg 3.11 Math avg 3.11	2021-22 (5 point rating) Actual - ELA avg 3.38 ELD avg 3.06 Math avg 3.31			ELA avg 4.0 ELD avg 4.0 Math avg 4.0



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.22 ELD avg 2.89 Math avg 2.67	2021-22 (5 point rating) Actual - ELA avg 2.94 ELD avg 2.81 Math avg 3.06			ELA avg 4.0 ELD avg 4.0 Math avg 4.0

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Tiered Intervention System - Academic	School data shows a need for improvement in academics, especially mathematics. To address this need, the school will utilize and refine a tiered intervention system based on diagnostic, benchmark, and state assessments as well as students grades, staff, and parent input. Interventions for TK-2 will be determined primarily by staff and parent input. (WASC)	\$230,640.00	Yes
1.2	Instructional Support Staff	School data shows a need for supplemental instructional opportunities for low income, foster youth, English learner, and special education students. Assign and/or hire additional instructional support staff to provide individualized and small group tutoring. Students will be identified for additional support based on assessment data, grades, social/emotional needs, by the Student Study Team (SST), or by an Individualized Education Plan (IEP) Team.	\$294,641.00	Yes
1.3	Formative Assessment	The school utilizes the NWEA system for diagnostic assessment and the Interim Assessments for benchmarks. The school will review and refine the assessment system annually to determine: 1) if the program is effective, 2) it can support all learners including English Learners	\$15,340.00	No



Action #	Title	Description	Total Funds	Contributing
		and Special Education students, and 3) the data produced is cohesive among the system. (WASC)		
1.4	Elementary Curriculum	To support the implementation of the elementary grades, the school will seek and refine nonclassroom-based curriculum to support families in the the education of the their students.	\$60,000.00	No
1.5	Instructional Support Materials	Students in need of additional instructional support may need access to materials for intervention and remediation. Funds will be utilized for primarily English language arts and math intervention materials and software. Additional materials in other subject areas will be purchased based on teacher recommendation.	\$10,000.00	No
1.6	Professional Development	School data showed low or unchanged rates of academic growth among low income and special populations. Based on the data and staff input, professional development will be provided in the form of coaching in instructional strategies regarding math, English language arts and English Language Development. Staff will also be encouraged to attend workshops and conferences provided by MCOE and other districts.	\$27,547.00	Yes
1.7	Arts and Music	Student surveys sought more opportunities for the arts. To achieve this, the school will provide workshops in music and art through school staff, district personnel, and outside agencies.	\$55,000.00	Yes



Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for Goal 1 were all fully implemented. However, some actions did have some differences between planned and actual implementation.

Action 2 did not get implemented as expected. This was due partly to the turnover of two instructional support assistants who were not replace for several months. The addition of more instructional support assistants took longer than expected and were not hired until the end of the school year.

Action 6 did see many professional development opportunities for staff. However, due to the restrictions in the first part of the year, many conferences and workshops were conducted virtually, which had little to no cost associated with it.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 – The difference in expenditures was due to not having vacant positions filled in a timely manner. Also, the additional positions created to support this action were not hired until the end of the year. The delay in hiring also brought down the total estimated expenditure for this action.

Action 3 – The difference in expenditures was due to the use of free interim assessments. Since the school only gave one out of the three planned interim assessments, the costs associated with staff administering the test was less than expected.

Action 4 – The higher than expected elementary enrollment required additional licenses for the elementary curriculum which led to the much higher cost.

Action 6 – The lower professional development expenditures were due to costs being shared and covered by Student Programs. Also, due to the restrictions in the first half of the year, there were less in person trainings and most were conducted virtually during this time (less costs).

Action 7 – The total service contact costs for enrichment much lower than expected.



An explanation of how effective the specific actions were in making progress toward the goal.

The actions for Goal 1 were all fully implemented. Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective.

Actions 7 was considered very effective as the school provided many opportunities for enrichment including art, painting, martial arts, and cooking. Actions 1, 3, 4, 5, and 6 were considered overall to be effective. The school's tiered support system provided more opportunities for students to attend classes and tutoring on site or Zoom based on their progress through the year. The use of NWEA three times a year allowed for decisions to be made sooner on adding needed supports for students. While CAASPP Interim Assessment Blocks (IABs) were administered, the use of these were limited. Moving forward, the use of these and other formative assessments, such as NWEA, more next year will help to improve student outcomes. The elementary curriculum and support materials were rigorous and quality material, but additional training for staff is needed. While the PDs offered this year were beneficial for staff, staff did say they would like training in other areas than those covered this year.

Action 2 was considered not effective as the time to replace current instructional support staff and add on more took longer than expected. Therefore, the number of instructional support staff expected for 21-22 was not available most of the year. With this staff now in place, the school feels that this action will improve and lead to better outcomes for students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1 will have a significant change as the school must focus efforts on improving the outcomes for our low income students. The school is moving towards refining and improving our MTSS processes to identify struggling students sooner. This will be done with the use of a data plan that will identify our subgroups that need the additional support.

Action 2 will have a significant change in the number of instructional support staff hired to support students in the 2022-23 school year. The school will have 5.4 FTE instructional support assistants to provide more one-on-one and small group support. Additionally, this staff will focus on high impact tutoring that will continue to focus on our student subgroups. This staff will focus on our English learners, special education students, low income students, and foster youth, while service providers will focus on all Tier I tutoring.

The addition of the dual language program will find a need to research, create, and/or purchased elementary curriculum available in multiple languages. The cost for this action is to purchase materials. However, because translations may be required, additional costs associated with staff time to develop curriculum may be added.



A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Goals and Actions

Goal

Goal #	Description
2	College and Career Ready - Ensure graduating students are college and career ready.

An explanation of why the LEA has developed this goal.

Focused Goal - Priority 2, 3, 4, and 7

The College/Career Indicator (CCI) is based on the students in the graduation rate and includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school. Preparing students for success after high school is one of the main goals for MSCS. The number and percent of graduates at MSCS that achieved the level of Prepared on the CCI is below the state average. As part of the mission of MSCS, the school must strive to achieve a CCI Prepared percentage equal to or greater than the state average.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator (CCI)	19/20 - 14.7%	2020-21 - data not available on California Dashboard website			50%
# of students concurrently enrolled at Merced College	20/21 - 10	2021-22 = 10			25
# of Merced College courses taken by students	20/21 - 21	2021-22 = 18			50
a-g Completion Rate	18/19 - 0%	2019-20 = 3.85%			40%
# of students receiving State Seal of Biliteracy	20/21 - 4	2021-22 = 2			8



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of CTE Completers	20/21 - 3	2021-22 = 5			20

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College Materials and Resources	The school will continue to purchase the textbook and other materials for students taking concurrent classes at Merced College.	\$4,000.00	No
2.2	Career Technical Education (CTE) Resources	To ensure a robust CTE program, the school will provide supplies and equipment to help students develop their job and collaboration skills to improve their opportunities for job placement after graduation.	\$20,000.00	No
2.3	College and Career Activities	To help student's understand their college and career options, the school will provide field trips to colleges, universities, technical training programs, and select businesses to help students envision their post-high school options. The trips will target students considered low income, English Learner, and Foster Youth.	\$43,019.00	Yes
2.4	Counseling and Career Guidance	The counseling team, ROP teachers, and career techs will provide opportunities for students to do career assessments, portfolio development, and workshops on career and college guidance. Supports will include signing up for college and financial aid.	\$59,981.00	Yes
2.5	TK-6 Technology	To prepare students for 21st century skills, the school will implement technology classes and workshops for elementary students to develop their abilities with technology (i.e., coding, basic programming, etc.)	\$10,000.00	No



Action #	Title	Description	Total Funds	Contributing
2.6	Dual Enrollment	The school will work with Merced College to develop an MOU to provide dual enrollment opportunities for students. The focus will be on encouraging underrepresented populations in taking college courses that will count towards high school and college credit.	\$15,000.00	Yes
2.7	Elective Courses	To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest.	\$18,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for Goal 3 were all fully implemented. However, due to the significant increased enrollment, the expenditures for several of the actions increased significantly. The growth required additional personnel (double from the prior year), an additional facility, and additional materials and supplies. While Action 6 shows no cost, that action was fully implemented and several workshops and classes were provided to students, such as ROX and the Friendship Club. The costs for this action were covered in classified salaries under other actions. The same is true for Actions 7 and 8 as the school was able to support access to community resources through our Youth Engagement Specialists, but these positions were hired later in the school year which affected expenditures. Finally, the school held several events, but the events for the first part of the year was primarily done virtually. On site events in the spring were highly successful.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 – The increased expenditures was due to the growth of enrollment. To support this growth, the school increased teaching staff significantly, which increased expenditures for this action.

Action 3 – The increased enrollment required additional space to support student learning and the additional staff. A new facility was acquired. The maintenance and operations costs increased significantly due to the large amount of additional square footage.

Action 4 – The increased enrollment and addition of the TK-1 program increased the supplies cost for our PBIS program.

Action 5 – The addition of a school counselor and youth engagement specialist increased the expenditures for this action. The greater number of students required a greater number of personal to provide support to students for the social/emotional needs.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

DRAFT



Goals and Actions

Goal

Goal #	Description
3	Safe, Inclusive, and Positive School Culture - Maintain a safe, welcoming learning environment where all students feel connected to the school while increasing support so students can develop and maintain their social/emotional health and well-being.

An explanation of why the LEA has developed this goal.

Maintenance Goal - Priority 2, 3, 4, and 7

A strength of the school has always been its positive and welcoming environment where students and their families feel safe and included. However, staff, parent, and student surveys given in the spring of 2021 revealed that the students' social/emotional needs increased dramatically during the pandemic. Gaps in the program were identified during stakeholder meetings and the goals and actions were developed based on that input as well as continuing the customer service-based approach to serving students and their families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021-22 - data not available on CDE website			100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021-22 = 100%			100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021-22 = 100%			100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rate	2019/20 - 0%	2020-21 = 0%			0%
School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 100% I feel supported by school staff. 96.65% I feel staff truly care for me. 98.55% When I feel upset.....there is someone I can talk to. 81.16%	2021-22 Spring Survey Actual Data I feel safe in school = 97.44% I feel supported by school staff. = 92.31% I feel staff truly care for me. = 91.03% When I feel upset.....there is someone I can talk to. = 78.21%			I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90% When I feel upset.....there is someone I can talk to. 90%
Pupil Graduation Rate	2019/20 - 82.4%	2020-21 = 72.7%			95%
# of SEL workshops conducted	2021/22 will be our baseline year	2021-22 = 10 workshops			10

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Staff	Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$2,111,511.00	No
3.2	Curriculum and Instructional Materials	Continue to provide quality, rigorous and relevant core curriculum materials for all students.	\$18,000.00	No
3.3	Facility and Equipment	The school has always been in the Good/Exemplary rating on the Facility Inspection Tool (FIT). To maintain this, the school will ensure	\$492,190.00	No



Action #	Title	Description	Total Funds	Contributing
		adequate facilities conducive to learning through upgrades of buildings and equipment as needed. Maintenance and Operation costs and costs for the replenishment of devices are included in this action .		
3.4	Positive Behavior Incentives	Provide incentives to students to encourage participation, positive behavior, and connection with the school. Incentive points will be tracked utilizing the school's PBIS system.	\$12,000.00	No
3.5	MTSS Tiered Intervention System - Social/Emotional	The school will utilize and refine the tiered social/emotional learning system to provide appropriate supports for students facing trauma and other adverse experiences. The school counseling team will identify students in the universal, strategic and targeted support categories.	\$117,720.00	No
3.6	Social/Emotional Workshops	Through surveys from all stakeholders, the school identified the importance of providing students with the proper coping skills to build resiliency. The counseling team will conduct workshops so students can work on such topics as stress management, intrapersonal skills, dealing with trauma, building positive view of self, and so forth.	\$15,931.00	No
3.7	Community Resources	To better support the needs of students facing adverse conditions, the school will seek community agencies and resources to better support the social/emotional needs of students. The school will create partnerships and seek donations to support a student and their families economic and social emotional needs.	\$44,829.00	Yes
3.8	School Events	Continue with school events such as Open House, Back to School Night, Awards Night, etc. to involve students and their families with the school.	\$5,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for Goal 3 were all fully implemented. However, due to the significant increased enrollment, the expenditures for several of the actions increased significantly. The growth required additional personnel (double from the prior year), an additional facility, and additional materials and supplies. While Action 6 shows no cost, that action was fully implemented and several workshops and classes were provided to students, such as ROX and the Friendship Club. The costs for this action were covered in classified salaries under other actions. The same is true for Actions 7 and 8 as the school was able to support access to community resources through our Youth Engagement Specialists, but these positions were hired later in the school year which affected expenditures. Finally, the school held several events, but the events for the first part of the year was primarily done virtually. On site events in the spring were highly successful.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 – The increased expenditures was due to the growth of enrollment. To support this growth, the school increased teaching staff significantly, which increased expenditures for this action.

Action 3 – The increased enrollment required additional space to support student learning and the additional staff. A new facility was acquired. The maintenance and operations costs increased significantly due to the large amount of additional square footage.

Action 4 – The increased enrollment and addition of the TK-1 program increased the supplies cost for our PBIS program.

Action 5 – The addition of a school counselor and youth engagement specialist increased the expenditures for this action. The greater number of students required a greater number of personal to provide support to students for the social/emotional needs.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective.

Actions 1, 2, and 4 were considered very effective. While the expenditures for Action 1 were lower, this was due to Merced College now using open-source material. Every student was able to have access to materials for their class at little to no cost. The school's CTE programs added even more resources and the school expects that part of the program to grow for the upcoming year. The school has also transformed its academic and career guidance processes, which will see changes in completion rates for students.



Actions 5, 6, and 7 were considered effective. The school was able to do some technology classes with elementary and each student did have a device to use both at school and at home. The dual enrollment agreement with Merced College has been set and will take effect in the 2022-23 school year. The school added several elective courses, but plans to offer even more in the upcoming school year.

Action 3 was considered somewhat effective. Although the activities that we did have were effective, the school would like to see more in person visits to colleges and business. Because of restrictions, these visits did not occur until later in the year, but more are planned for 2022-23.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

With the exception of fund changes due to higher enrollment, the goal, metrics, desired outcomes, and actions remain relatively unchanged for this goal for the 2022-23 school year with the following exceptions:

As the school grows and will now have a classroom-based dual language program, providing support for families and students will be essential. The additional dual language teachers and family support liaisons will increase the needed social and emotional supports and continue quality instruction for our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Student Engagement - Improve attendance rates to a level of 97% by 2024 and decrease chronic absenteeism to a level under 10% by 2024.

An explanation of why the LEA has developed this goal.

Focused Goal - Priority 3 and 5

Data from 2018 through 2021 show a decline in student attendance rates and increases in chronic absenteeism. Poor attendance will make academic success more difficult for students. Although part of the drop in attendance rates is due to the pandemic, additional interventions are needed to increase attendance rates and decrease chronic absenteeism in or to improve student social/emotional and academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as measured by P2 - All Students	2019-20 - 94.71%	2021-22 = 88.74%			97%
Chronic absenteeism rate from Dataquest (K-8)	2018-19 - 13%	2020-21 = 30.1%			9%
Local data plan- students with 90% or better attendance in fall semester	2021/22 will be our baseline year	2021-22 = 231 (72%)			
Local data plan - students with 10 or more absences in fall semester for students	2021/22 will be our baseline year	2021-22 = 58 (18%)			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrolled longer than 30 days					
# of parent workshops (i.e., Dolphin Cafes)	2021/22 will be our baseline year	2021-22 = 10			
# of SART meetings	2021/22 will be our baseline year	2021-22 = 8			
# of referrals to intervention for attendance	2021/22 will be our baseline year	2021-22 = 22			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	MTSS Tiered Intervention System - Attendance	The school will utilize and refine the tiered attendance system outlined in the Learning Continuity and Attendance Plan. The School Attendance Review Team (SART) will identify students in the universal, strategic and targeted support categories and identify re-engagement strategies to decrease absences.	\$204,801.00	Yes
4.2	School Activities	To create a sense of belonging and engagement with the school and staff, the school will provide field trips and school events to better connect students with the school and other students.	\$7,000.00	No
4.3	Parent Workshops	The school understands the importance of parent involvement in all aspects of their child's education, especially when it comes to school attendance and work completion. To better support parents, the school will conduct monthly workshops and trainings to support parents with the school program. The parents of unduplicated will be the main focus as this group has shown in the data to have the greatest needs.	\$21,760.00	No



Action #	Title	Description	Total Funds	Contributing
4.4	Parent Communication	Ensure staff is in regular contact with the parent. Such contact will include the use of Parent Square for messages to all students or a select group of students, conference calls with parents and staff, individual meetings with parents, students, and staff. Bilingual staff will translation supports for families that require it.	\$189,647.00	Yes
4.5	Supplemental Staff	To provide more opportunities for student support, the school will seek Student Success Coaches through our partnership with Cal-SOAP as well as seek tutors through internal programs and/or service providers. Supplemental staff will provide additional tutoring hours and support applications to college and completing financial aid applications.	\$55,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for Goal 4 were all fully implemented, with the exception of the following actions whose overall implementation varied from those of the other actions.

The MTSS Tiered Intervention System – Attendance action had higher expenditures associated with it. Because of the increased enrollment, more support was needed for outreach and support of students who were not attending regularly. The effectiveness of this action was substantive based on the comparison of the chronic absenteeism rate from 2020-21 to the first semester of 2021-22 rate. (12% decrease). Final data will determine if these additional expenditures had the significant effect as was determined in this school year.

The School Activities action did not get fully implemented until the spring of 2022. This was due to the continued restrictions because of COVID and series of outbreaks between the fall and spring semesters. Once the restrictions were lifted, the school held several events, including an Open House, which drew well over 200 students and family members. Had the restrictions not been in place, the school feels there would have been no substantive difference between the planned action and actual implementation.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: The increased expenditures due to additional personal being brought on to support attendance intervention. The personnel included an additional administrator to support the students at the new center, an additional counselor for elementary, and a school liaison for home visits.

Action 2: The decreased expenditures due to not being to have on site school activities until the spring of 2022. Prior workshops and meetings held virtually. The school feels if not for the restrictions, more activities would have been administered and the estimated expenditures would have exceeded the planned expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for Goal 4 were all fully implemented. Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective.

Actions 2, 4, and 5 were considered effective. The school provided several activities for student and family involvement. Despite the hesitation of families due to COVID, by the spring of 2022, many students and their families participated significantly in school events (as determined by sign in sheets). Parent communication was considered overall effective, although educational partners did suggest that the school improve on response times for the school to respond to parent, students, family inquiries and issues. Supplemental staff in the form of tutoring through a service agency proved overall to be effective based on NWEA data (pre- and post-test growth). State data will be analyzed once available to determine the overall effectiveness.

Action 3 was considered somewhat effective. The school had orientations and a few trainings for parents to attend. The school also started its first spring orientation for students and families planning to return the next school year. However, the school did not have the number of workshops it would have preferred and did not have any school sponsored Dolphin Cafes. This will take place more regularly next year.

Action 1 was considered not effective toward meeting Goal 4 based on the chronic absenteeism rate in 2020-21. Although it appears that this rate has decreased based on semester 1 data, the final determination will be made on the chronic absenteeism rate for 2021-22. While some, if not most of the chronic absenteeism, is due to the results of the pandemic, the school must do more to engage students. The school did hold individual SART meetings with families and conducted many home visits, which helped to prevent the attendance rate from decreasing. However, the school and SART team will look at ways to improve student engagement and involvement. Further, the increased number of English learners and students with disabilities has affected how the school will approach re-engaging our special populations more effectively.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

With the exception of fund changes due to higher enrollment, the goal, metrics, desired outcomes, and actions remain relatively unchanged for this goal for the 2022-23 school year with the following exceptions:

Action 1 has been changed from non-contributing to contributing. This change was based on the decreased attendance rate for 21-22, the increased chronic absenteeism for 20-21, and the fact that the data for low income and Hispanic students was higher than the overall rates. Although no state data for English learners was available for 20-21 chronic absenteeism, the significant increase in EL students requires the school to put more resources towards this group and their families. Further, the addition of the classroom-based dual language program will increase the English learner population and the number of supports needed to meet the needs of students and their families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
950,434	\$105,905

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.26%	11.65%	\$235,397.83	42.91%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The 2020-21 CAASP test results for ELA continues to show a disparity between the percentage of all students who met or exceeded the standard (46.97%) versus the percentage of low income students who met or exceeded the standard (36.36%). This is significantly less and a main reason that more specific and targeted services are essential to close this gap. Additionally, in mathematics, the results were similar where 10.61% of all students met or exceeded standard while only 6.06% of low income did. While overall scores are lower for math, it is important that the school continue to target support for our low income subgroup. Local data continues to support these results of low income students performing below that of the level of their peers.

Therefore, changing Action 1 of Goal 1 to a contributing action was essential to provide more specific support and intervention earlier to support our low income learners. While no data is available for our English learners and foster youth (to small of a sample), focusing on these groups as well will help improve services to these subgroups. This will be in the form of data-based decisions being made sooner to intervene and support.



The increased number of additional staff, specifically instructional support assistants in Goal 2 Action 2, are specifically hired to support the special populations. This staff will be trained on high impact tutoring to give the most robust support and supplemental instruction to help these groups of students. The continued training of this staff with high impact tutoring, along with teacher professional development will help to improve student performance. Additionally, opportunities for enrichment will continue to be provided in the form of arts and music. Arts and music are an area identified as a priority from educational partner feedback.

While there was no College and Career Indicator (CCI) for the 2020-21 school year, some information was available. The low income students performed more poorly on all of the measures (CTE pathway completion, concurrent college courses, Seal of Biliteracy) than all of the students who achieved these measures. While the sample was small compared to the total number of students, it is still indicative of a continued disparity between the performance of low income students and all students overall. Therefore, Actions 3, 4, and 6 of Goal 2 continue to focus on improving the college going rates for our low income and English learners. Action 7 will provide students more opportunity to do career and college research in their elective courses.

In the 2021-22 school year, low income, special education, English learners, and foster youth struggled with work completion and attendance. Because of this, the current re-engagement process for all students was not being successful for these students. Goal 4 Action 1 was revamped to provide a more concerted team effort to intervene and support students in attending and completing work regularly. Increased school to home communication is also needed. The additional of more bilingual staff such as instructional support assistants and family liaisons will help for staff to communicate more effectively with families who first language is not English. Through these goals and actions, the school will continue to refine and improve services to our specific subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Low-income students, English learners, and foster youth experience a multitude of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability, and significant mental health issues. As a result, MSCS prioritizes the needs of this student population by considering their greater needs and circumstances. All of the goals and actions contributing to increased or improved services are able to meet the requirement based on 2022-23 revenue and supplemental and concentration grant funding. MSCS will use supplemental and concentration grant funds to provide the increased and improved services which are principally directed towards and most effective in assisting unduplicated pupils to meet the LCAP goals as well as the state and local priorities. The unduplicated pupil percentage is expected to be 77.17% in 2022-23; therefore, these funds will be used schoolwide in an effort to provide services directly to unduplicated pupils. Educational partners provided feedback on the use of these funds to meet the school's goals for unduplicated pupils within the ten state priorities. The actions, services, supports, and strategies included in the plan are research-based, best practices which are proven to be



effective in meeting the social-emotional, behavioral, and academic outcomes for unduplicated student groups. The continued and added actions described above are expected to improve and increase services and outcomes for our unduplicated student population by providing resources to support the whole child, removing barriers to attending school, providing access to coursework, and increasing success after high school.

Using the calculation tool provided by the state, MSCS has calculated that it will receive \$950,434 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). This is a projected percentage to increase or improve services for the 2022-23 school year of 31.26%. The LCAP includes actions and services focused on supporting unduplicated students with a total allocation of \$1,055,798, which is planned percentage to increase or improve services of 34.73%. The carry over of 11.65% from the 2021-22 school year will increase the total projected percentage to 42.91%. Therefore, the school will possibly have carry over into the following year. Note that some of the percentage for increased or improved services was not calculated as the school continues to use one time funding to provide services that would otherwise have been provided through LCFF revenue. The improved and increased services will continue to focus on academic supports, technology, counseling, staff training, and are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

With the additional concentration grant add-on funding, MSCS plans to recruit and hire additional instructional support staff to support student learning. Additional staff have already been hired for the 2022-23 school year. Instructional support assistants will provide integrated and targeted services to students needing remediation or intervention. The focus of support staff is to provide our high needs student population with high impact tutoring to support students in meeting their goals and objectives. MSCS will identify our low income, foster youth, English learners, and special education students for this targeted support.

For the 2021-22 school year, MSCS was unable to backfill vacant positions. Most have been filled and additional ones will be hired prior to the next school year. The additional concentration add-on funding, ESSER funding, and increased LCFF from higher enrollment will help to retain the additional support staff in future years.



Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		2:270
Staff-to-student ratio of certificated staff providing direct services to students		13.25:270

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,658,577.00	\$261,219.00		\$238,761.00	\$4,158,557.00	\$3,355,327.00	\$803,230.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	MTSS Tiered Intervention System - Academic	Low Income	\$230,640.00				\$230,640.00
1	1.2	Instructional Support Staff	English Learners Foster Youth Low Income	\$250,782.00			\$43,859.00	\$294,641.00
1	1.3	Formative Assessment	All	\$15,340.00				\$15,340.00
1	1.4	Elementary Curriculum	All	\$15,000.00	\$45,000.00			\$60,000.00
1	1.5	Instructional Support Materials	All				\$10,000.00	\$10,000.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$9,000.00	\$8,947.00		\$9,600.00	\$27,547.00
1	1.7	Arts and Music	English Learners Foster Youth Low Income				\$55,000.00	\$55,000.00
2	2.1	College Materials and Resources	All	\$4,000.00				\$4,000.00
2	2.2	Career Technical Education (CTE) Resources	All	\$15,000.00	\$5,000.00			\$20,000.00
2	2.3	College and Career Activities	English Learners Foster Youth Low Income	\$43,019.00				\$43,019.00
2	2.4	Counseling and Career Guidance	English Learners Foster Youth Low Income	\$59,981.00				\$59,981.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	TK-6 Technology	All	\$10,000.00				\$10,000.00
2	2.6	Dual Enrollment	Low Income	\$15,000.00				\$15,000.00
2	2.7	Elective Courses	Low Income	\$10,000.00	\$8,000.00			\$18,000.00
3	3.1	Highly Qualified Staff	All	\$1,986,419.00	\$125,092.00			\$2,111,511.00
3	3.2	Curriculum and Instructional Materials	All	\$8,000.00	\$10,000.00			\$18,000.00
3	3.3	Facility and Equipment	All	\$450,000.00	\$30,000.00		\$12,190.00	\$492,190.00
3	3.4	Positive Behavior Incentives	All	\$12,000.00				\$12,000.00
3	3.5	MTSS Tiered Intervention System - Social/Emotional	All	\$53,260.00	\$29,180.00		\$35,280.00	\$117,720.00
3	3.6	Social/Emotional Workshops	All				\$15,931.00	\$15,931.00
3	3.7	Community Resources	Foster Youth Low Income	\$44,829.00				\$44,829.00
3	3.8	School Events	All	\$5,000.00				\$5,000.00
4	4.1	MTSS Tiered Intervention System - Attendance	Low Income	\$147,900.00			\$56,901.00	\$204,801.00
4	4.2	School Activities	All	\$7,000.00				\$7,000.00
4	4.3	Parent Workshops	All	\$21,760.00				\$21,760.00
4	4.4	Parent Communication	English Learners Foster Youth Low Income	\$189,647.00				\$189,647.00
4	4.5	Supplemental Staff	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,040,212	950,434	31.26%	11.65%	42.91%	\$1,055,798.00	0.00%	34.73 %	Total:	\$1,055,798.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,055,798.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	MTSS Tiered Intervention System - Academic	Yes	Schoolwide	Low Income	All Schools 4-12	\$230,640.00	
1	1.2	Instructional Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	\$250,782.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	\$9,000.00	
1	1.7	Arts and Music	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12		
2	2.3	College and Career Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$43,019.00	
2	2.4	Counseling and Career Guidance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$59,981.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Dual Enrollment	Yes	Schoolwide	Low Income	All Schools 9-12	\$15,000.00	
2	2.7	Elective Courses	Yes	Schoolwide	Low Income	All Schools 7-12	\$10,000.00	
3	3.7	Community Resources	Yes	Schoolwide	Foster Youth Low Income	All Schools TK-12	\$44,829.00	
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	Schoolwide	Low Income	All Schools TK-12	\$147,900.00	
4	4.4	Parent Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	\$189,647.00	
4	4.5	Supplemental Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-12	\$55,000.00	



2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,400,779.00	\$2,097,497.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	MTSS Tiered Intervention System - Academic	No	\$31,154.00	30,147.10
1	1.2	Instructional Support Staff	Yes	\$170,474.00	49,997.16
1	1.3	Formative Assessment	No	\$17,008.00	5,994.16
1	1.4	Elementary Curriculum	No	\$25,000.00	78,093.50
1	1.5	Instructional Support Materials	No	\$5,000.00	6,088.77
1	1.6	Professional Development	Yes	\$12,000.00	4,434.51
1	1.7	Arts and Music	Yes	\$32,147.00	15,430.63
2	2.1	College Materials and Resources	No	\$6,000.00	1,846.69
2	2.2	Career Technical Education (CTE) Resources	No	\$17,000.00	36,569.89
2	2.3	College and Career Activities	Yes	\$54,943.00	13,142.66



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Counseling and Career Guidance	Yes	\$21,545.00	35,429.41
2	2.5	TK-6 Technology	No	\$16,635.00	12,004.63
2	2.6	Dual Enrollment	Yes	\$15,000.00	0.00
2	2.7	Elective Courses	Yes	\$15,000.00	7,076.96
3	3.1	Highly Qualified Staff	No	\$604,465.00	1,020,106.64
3	3.2	Curriculum and Instructional Materials	No	\$19,000.00	23,844.71
3	3.3	Facility and Equipment	No	\$164,138.00	485,586.27
3	3.4	Positive Behavior Incentives	No	\$5,000.00	20,068.27
3	3.5	MTSS Tiered Intervention System - Social/Emotional	No	\$32,643.00	84,136.32
3	3.6	Social/Emotional Workshops	No	\$6,146.00	0.00
3	3.7	Community Resources	Yes	\$4,332.00	8,524.14
3	3.8	School Events	No	\$3,500.00	1,243.15



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	MTSS Tiered Intervention System - Attendance	No	\$13,356.00	63,831.13
4	4.2	School Activities	No	\$17,881.00	3,156.33
4	4.3	Parent Workshops	No	\$11,433.00	12,767.22
4	4.4	Parent Communication	Yes	\$46,979.00	47,077.22
4	4.5	Supplemental Staff	Yes	\$33,000.00	30,900.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
606,998	\$366,535.00	\$203,489.00	\$163,046.00	0.00%	8.32%	8.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Instructional Support Staff	Yes	\$143,089.00	49,997		
1	1.6	Professional Development	Yes	\$8,000.00	4,435		
1	1.7	Arts and Music	Yes	\$32,147.00	15,431		
2	2.3	College and Career Activities	Yes	\$54,943.00	13,143		
2	2.4	Counseling and Career Guidance	Yes	\$21,545.00	35,429		
2	2.6	Dual Enrollment	Yes	\$15,000.00			4.63
2	2.7	Elective Courses	Yes	\$7,500.00	7,077		
3	3.7	Community Resources	Yes	\$4,332.00			3.69
4	4.4	Parent Communication	Yes	\$46,979.00	47,077		
4	4.5	Supplemental Staff	Yes	\$33,000.00	30,900		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,020,567	606,998	0.00	30.04%	\$203,489.00	8.32%	18.39%	\$235,397.83	11.65%



Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose



A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners



Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.



Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:



School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).



- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

DRAFT



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Charter School

CDS Code: 24102490138032

School Year: 2022-23

LEA contact information:

Mark Pintor

Principal

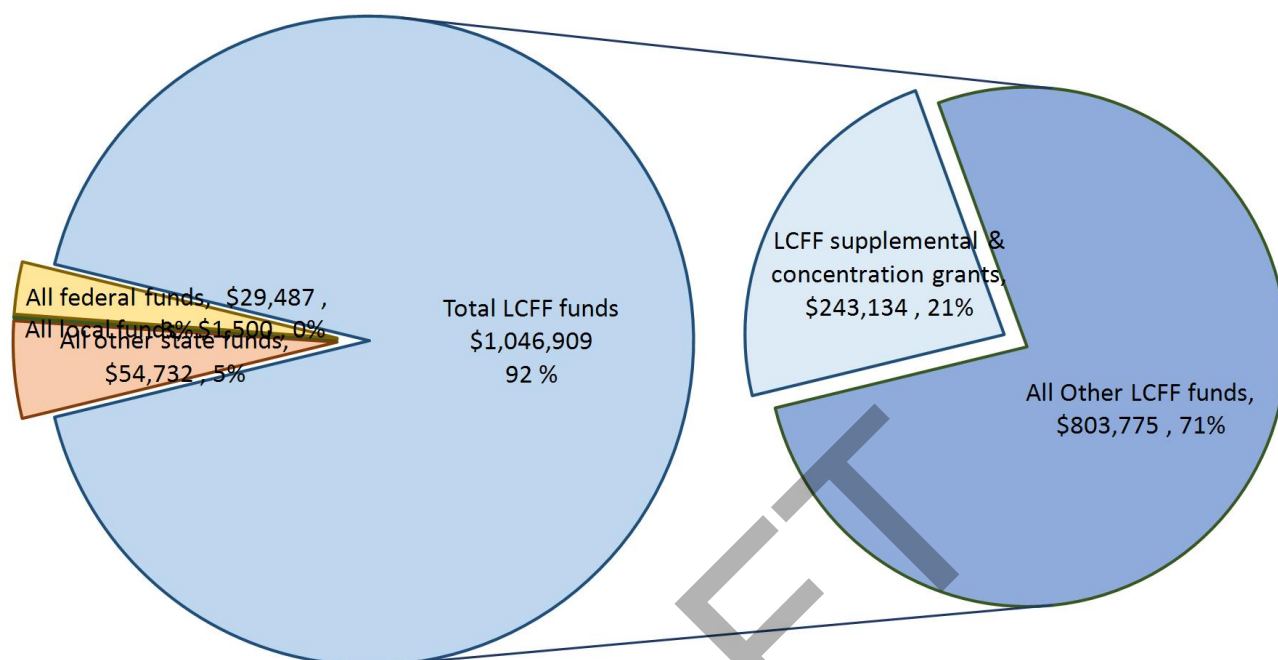
mpintor@mcoe.org

209-386-6025

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

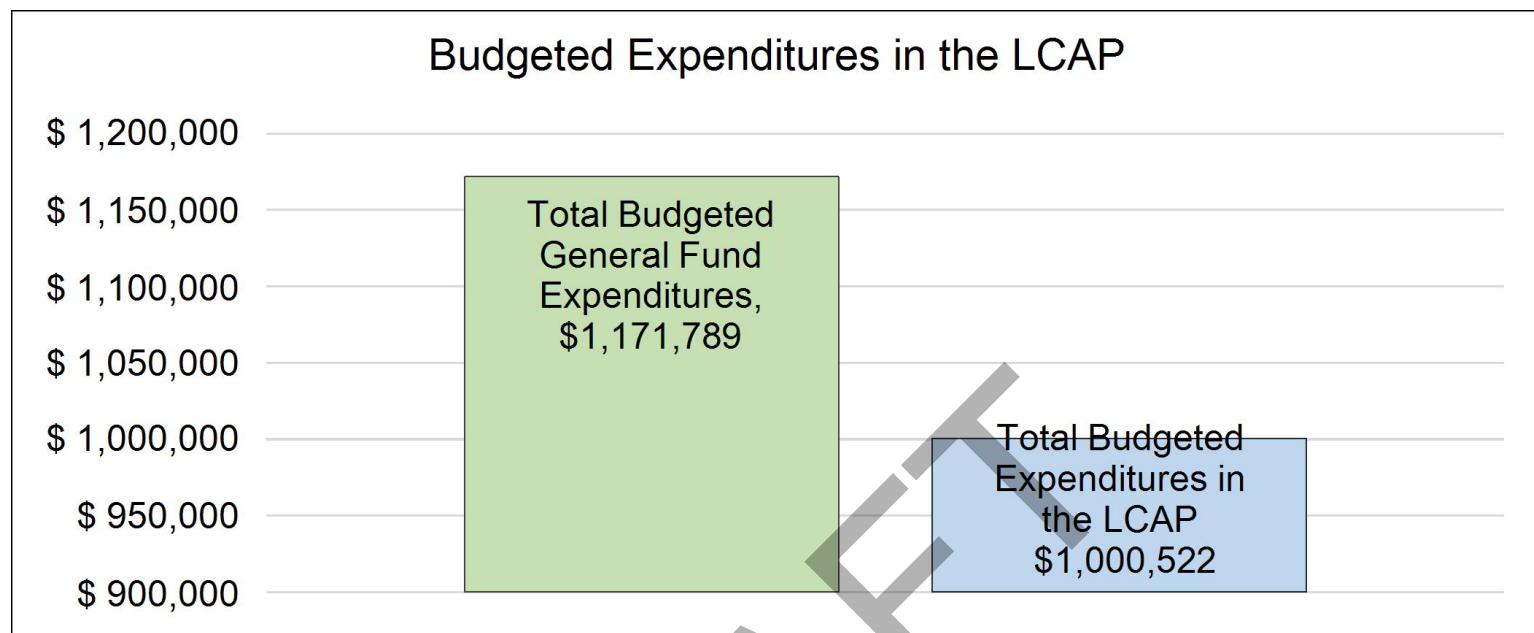


This chart shows the total general purpose revenue Come Back Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Come Back Charter School is \$1,132,628, of which \$1,046,909 is Local Control Funding Formula (LCFF), \$54,732 is other state funds, \$1,500 is local funds, and \$29,487 is federal funds. Of the \$1,046,909 in LCFF Funds, \$243,134 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Come Back Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Come Back Charter School plans to spend \$1,171,789 for the 2022-23 school year. Of that amount, \$1,000,522 is tied to actions/services in the LCAP and \$171,267 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

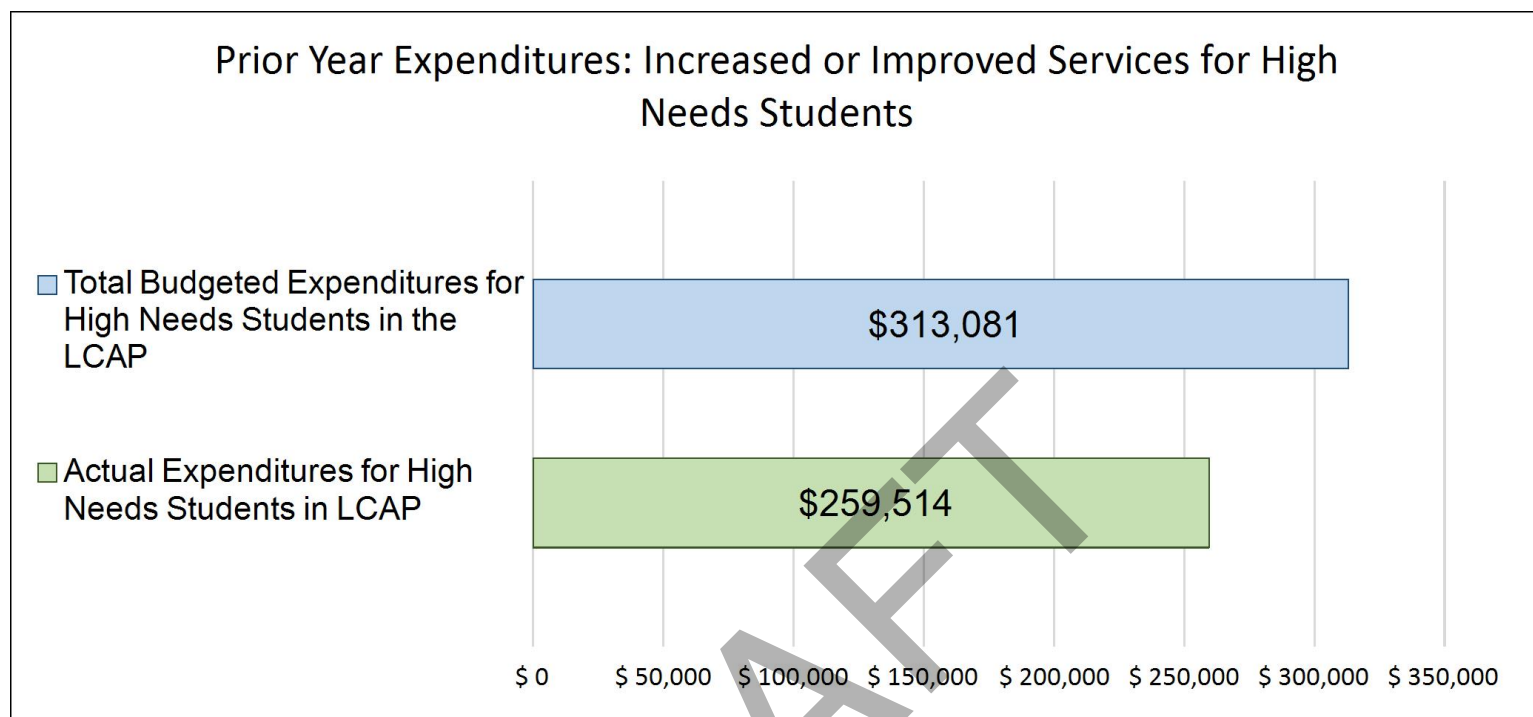
Other General Fund Budget Expenditures not included in the LCAP for the 2022-23 school years are expenditures allocated for salaries, supplies, services, and indirect costs not prioritized in the plan but necessary for the general operations of the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Come Back Charter School is projecting it will receive \$243,134 based on the enrollment of foster youth, English learner, and low-income students. Come Back Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Come Back Charter School plans to spend \$277,463 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Come Back Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Come Back Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Come Back Charter School's LCAP budgeted \$313,081 for planned actions to increase or improve services for high needs students. Come Back Charter School actually spent \$259,513.50 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-53,567.5 had the following impact on Come Back Charter School's ability to increase or improve services for high needs students:

The difference in budgeted and estimated actual expenditures was due to the inability to hire instructional support staff in a timely manner. Further, funds for additional actions were not used due to the restrictions imposed by the pandemic. Services were provided through current staff whose costs were associated with another goal and action. Additionally, one time funding was used to provide some of the actions and services to students.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-386-6025



California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Educator Effectiveness Plan and A-G Implementation Grant funds received were not included in the 2020-21 LCAP. Come Back Charter School and the Merced County Office of Education did not receive Expanded Learning Opportunity - Program funds.

CBCS received the Educator Effectiveness Block Grant and will receive the A-G Improvement Grant in February 2022. The school used the Local Indicators survey, school climate survey, a local professional development survey to all staff, and discussion at staff meetings to create a plan for the use of funds for the Educator Effectiveness Grant plan. CBCS will also assess needs and solicit feedback from educational partners with our upcoming spring survey which will include professional development priority questions. The school has begun recent discussions on the A-G Improvement grant and are in the early stages of planning and the development of our plan's implementation timeline. CBCS will include educational partners in the training of the use of the funds and planning and implementation of the actions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

With the additional concentration grant add-on funding, CBCS plans to recruit and hire an instructional support staff member to support student learning. The instructional support assistant will provide integrated and targeted services to students needing remediation or intervention. The focus of support staff is to provide our high needs student population with the additional instruction needed to achieve their goals and objectives. CBCS will identify our low income, former foster youth, English learners, and special education students for this targeted support.

The new staff member is expected to be hired in the spring. The additional concentration add-on funding, ELO funds for paraprofessional, and expected increased LCFF from higher enrollment in the future will help to retain the additional support staff in future years.



A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

For CARES Act and CRRSA Act funding, CBCS gathered information from educational partners in staff meetings and surveys conducted with students and their families. The information gathered helped formulate a plan for expenditures to meet the needs of the students during distance learning through the pandemic.

CARES/LLMF, GEER, and ESSER

CBCS worked with the Student Programs Leadership Team in planning expenditures from these federal resources. The site administrator then presented the information to school site staff for feedback. The school conducted several surveys with students to assess their needs to support their recovery from the pandemic and with distance learning.

ESSER III Plan

While only receiving the stat portion of ESSER funding, CBCS was included as part of the plan development for ESSER III. CBCS worked with the other programs at MCOE to develop and gather information on the development of the plan. The programs of MCOE gathered information from community partners over the course of the 20-21 school year through the use of virtual meetings, surveys, or direct phone contact to inform program services and align resources with various plans such as LCAP, Expanded Learning Opportunities, and ESSER plan. A Leadership Team was formed that included the Student Programs Director, coordinator, school site principals including the CBCS principal, the school psychologist, after-school program advisor, certificated staff, classified staff, members of the bargaining units, parent/guardian representatives, and students. During meetings, participants were informed of survey results and asked to rate the priority of suggested goals and actions. Community member and staff engagement continued into the 21-22 school year via surveys, phone calls, virtual and in-person meetings to confirm and prioritize actions as part of ongoing progress monitoring of services as well as specifically inform actions for the ESSER III plan.

After analyzing stakeholder feedback and discussions with the Leadership team, our program has identified the following strategies to be implemented with our grant allocation: extending instructional learning time, accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports, integrated student supports to address other barriers to learning, additional academic services for students, and training for school staff to address students' social-emotional health and academic needs.

All meetings, except for staff meetings, were communicated via Parent Square or student email. In addition, the school's Advisory Board were informed of the plan and asked for feedback. Various portions of the plan and proposed funding were shared during school staff meetings as well. In addition, the community was informed through surveys, webpage postings, and Board meetings. Finally, two virtual ESSER III Community Engagement Events were held and offered to CBCS students and staff.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The COVID-19 Safety Plan for MCOE, which included CBCS, was updated on December 13, 2021, and approved by the Board. CBCS along with MCOE is committed to maintaining the health and safety of students, staff, and families. Unless a student has a medical exception, all students are required to wear face masks. The majority of the students or staff that have contracted COVID is through home exposure that is brought into the school setting. The success in this endeavor is the continued effort in implementing contact tracing quickly to prevent continued exposure. Students and staff have implemented safety measures through physical distancing and healthy hygiene practices inside and outside the school program. The testing of staff and students has been a challenge. MCOE has open nurse positions that continue to be unfilled and the limited availability of tests. This impacts the timeliness of testing and contact tracing. As well, the contact tracing protocol is ever-changing from CDPH, which leads to confusion for staff, parents, and students. MCOE has had meetings with educational staff and shared the COVID protocols with parents to keep everyone informed of the changes. Although there have been many challenges, CBCS with the support of MCOE is committed in its efforts to maintain the health and safety of students, educators, families, and other staff.

At the Student Programs level, progress has been made in the actions planned in the ESSER III plan. These actions were in small part supported by CBCS as well. In January, Student Programs hired a short-term, part-time clerk to support student files and two health assistants for two of our school sites to help with COVID tracing, vaccinations, testing, and overall health needs of our students. For February, a fiscal analyst was hired to support the new funding resources. Funds were utilized to purchase enough student devices for all students and used to maintain the current inventory by repairing and purchasing accessories if needed. The school plans to add an instructional aide to support the high needs students. The school along with the support of Student Programs and MCOE continue to supply personal protective equipment to all staff and students with these funds.

The primary struggle this school year has been staffing and bringing on new positions to support the program. The school facilities have been able to support the expanded program. However, as the school moves forward and continues to grow its enrollment, the need for more space will be a concern.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Due to the nature of serving students 18 and over, CBCS funding from ESSER and other recovery funds were limited. The school received the state allocation of ESSER funding only. These funds were implemented and aligned with the goals in our LCAP to improve outcomes for students. By using the needs assessment and gathering feedback from our educational partners, CBCS created the goals and actions in our

LCAP. As part of the ESSER III process, CBCS used the feedback and assessment to develop actions for areas that would provide more services using the funds provided in the 2021 Budget Act. Fiscal resources are aligned within the applicable plans and the 2021/22 LCAP. The following are Goals and Actions in the LCAP that were expanded with the additional funding received:

LCAP Goal 1 - The following actions are currently in our LCAP and are in line with planned actions for the portion of ESSER funding received.
Action 5 – The need to purchase additional devices for the school. A portion of the funding will be used to purchase additional equipment to maintain the inventory of devices.

LCAP Goal 2 - The following actions are currently in our LCAP and are in line with planned actions for the portion of ESSER funding received.
Action 2 – Addition of instructional support staff. A portion of the received funding will be used to support the addition of an instructional support staff member.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.



When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code



Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



DRAFT



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Charter School	Mark Pintor Principal	mpintor@mcoe.org 209-386-6025

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Come Back Charter School (CBCS) operates a nonclassroom-based (NCB) program that provides an independent study program for adult students wishing to complete the requirements for a high school diploma. CBCS serves students from Merced County and adjacent counties who are age 18 and older and who have not received a high school diploma. CBCS provides adult students a program that allows them a flexible schedule to complete coursework in order to be able to provide for themselves and families. Students who attend CBCS may be working full time, have children, support family members, or require certain supports to achieve their goal. All students, however, enroll with the purpose of attaining their high school diploma to achieve more gainful employment. Students of varying ages, backgrounds and interests attend CBCS.

The base program at CBCS requires students to meet with teachers in person at least once a week. Work is assigned each week and the previous week's work is graded and analyzed by a certificated teacher to ensure the student is engaged in work daily and completing assignments regularly. Students come to the school site on a weekly basis. Those needing additional support such as tutoring may come several times week. Students may come to the site for information and workshops on job training or college counseling.

Students who attend CBCS have had barriers that have prevented them from being successful in high school. Many of the students continue to need supports to overcome these barriers and additional ones that coincide with being an adult (i.e., work to support a family). Students of CBCS come from a variety of backgrounds and are representative of the population of the county of Merced.

Vision:

Transforming lives through exemplary education and employability training.

Mission:

Come Back Charter School is committed to providing alternative options for adults of all backgrounds, ages, and ability levels to earn a high school diploma.

Schoolwide Learner Outcomes:

Graduates of Come Back Charter School will have "PRIDE"

- Passion – Students develop and maintain a positive growth mindset in learning and personal life.



- Resiliency – Students will continue to move forward regardless of obstacles and preconceived notions
- Innovation – Thinking “outside the box” as a program, staff, and students where school looks and feels different than what students were used to
- Dedication – Never give up on oneself or one’s goals
- Empowerment – Sense of “PRIDE” in one’s capabilities and taking ownership of life goals

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

A strength of CBCS continues to be its positive and welcoming environment. Surveys given in the fall and spring show that students continue to have a positive view of the school and a connection with the school and its staff. According to the spring data, students feel safe on campus or in their online sessions (100%), look forward to participating in school (95.65%), believe that the staff truly care for them (95.65%), and that they feel supported by the school staff (100%). Overall, 95.17% of students rated the school as positive. The school continues to have zero suspensions and expulsions.

The school continues to meet the Local Indicators. Local indicators show students had access to a broad course of study, sufficient instructional materials, and excellent school facilities.

Being under the Dashboard Alternative School Status (DASS) criterion, the school currently only has a few state indicators due to its small population and the adult students that we work with. However, some indicators for the past two years had data. Adult students seeking their diploma continue to have personal obstacles to achieving their diplomas. The school has to work diligently with students to do as much as possible to remove these barriers. The school graduation rate is low but grew in the second year of operation. In 2018-19, the graduation rate was at 20.4%. In 2019-20, that rate increased to 28.6%. In the 2020-21 school year, the school had a slight decrease to 27.3%. CBCS feels the pandemic had a significant impact on the graduation rate. However, with the support of some assembly bills, the school continues to see more and more graduates and expects that trend to continue upward. The school has no College/Career Indicator (CCI) for the 2020-21 school year. However, based on 2019-20 data, the school continues to focus addressing this need.

Other highlights and successes of the school revolve around staffing, facilities, and student supports in the form of tutoring and college and career guidance. Through partnerships with other MCOE programs and local universities, CBCS continues to benefit from additional staff such as Cal-SOAP tutors and social worker or counseling interns. In addition, the College and Career Program in Educational Services provides a Career Tech to help the school meet its goal of preparing students for college and career. For the past year, the school offered more times for tutoring. The school also created a counseling team to help address students’ social/emotional well-being.



Since its inception, the school has been a one-to-one school. All students are provided with a device for completing assignments and a Wi-Fi hotspot is available if a student does not have an Internet connection. Students have access to a rigorous online curriculum program with access to over 40 core courses and the same number of elective options.

The innovations made during the pandemic will continue in some form in the following school years. School to home contact remains a challenge as students contacts change regularly. However, the use of virtual platforms, email, phone calls, and even home visits has increased communication between students, their families, and the school.

Reflections: Identified Need

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

The three critical areas of need continue to be the same for CBCS: attendance, the graduation rate, and the College/Career Indicator (CCI). Absenteeism continues to be a major issue and has increased since the onset of the pandemic. Absences at CBCS indicates a student is not completing work. The lack of work completion has a direct correlation with attendance. Therefore, maintaining a high attendance rate and low absenteeism rate is essential for student performance and growth.

Since improved work completion will lead to the accumulation of more credits, improved attendance will lead to an improved graduation rate. CBCS understands the issues that prevents students from attaining their high school diploma. The nature of the program is that such students must given a chance as they may not be successful on achieving their diploma the first or second time. However, improved attendance can have a positive correlation with improved graduation rates. Goal 4 is continues to focus goal on improving graduation rates.

While meeting the CCI for CBCS students will be a challenge, it is still an important indicator to monitor. Many students at CBCS lack some to many credits when they enroll. Depending on the number of credits, students may be enrolled short term or long term. Because of this, completing all of the components to be college and career ready can be a challenge. Nonetheless, being career and college ready is one of the goals of CBCS. Therefore, continuing to improve outcomes in this area for students is important. Providing more opportunities for career guidance and support along with greater opportunities for technical training or college is important.

The school feels that the LCAP plan continues to address the critical needs as identified by the California Dashboard and local indicators.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key highlights identified in the development of the 2021-2024 LCAP continue from the previous year. Some of those key highlights include the following.

Goal 1 continues to focus on maintaining our welcoming environment and culture and to ensure each student has an adequate device for work completion. The goal also continues to ensure that the school retains highly qualified staff, adequate facilities, rigorous and quality curriculum, and devices for students to access their courseware.

Goal 2 in the LCAP continues to focus on implementing and refining a tiered intervention system to better address student deficiencies and provide supports promptly to address this need. Additionally, the greater use of formative assessments will help identify students who are in need of additional instructional support in the form of materials and additional staff.

Goal 3 continues to focus on ensuring students are career and college ready. Closer connections with the Empower, Worknet and community organizations are part of this goal along with more opportunities for career guidance, activities, and courses.

Goal 4 continues to focus on improving graduation rates, including student attendance. A tiered attendance intervention system has been implemented and is being refined for the 2022-23 school year. A School Attendance Review Team (SART) was not created, but will be in the upcoming school year to monitor student attendance on a weekly basis. Other actions in Goal 4 provide activities so students can feel connected with the school and motivated to complete their work, thereby, reducing absences. In addition, the school hopes to find a way to support families with their children and find resources for childcare to help students with work completion.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

DRAFT



Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

For the development of the 2021-2024 LCAP, stakeholder input was gathered through virtual meetings and surveys. Meetings and surveys generated information and feedback that served in the development of the LCAP.

Educational partners surveys were conducted during the following dates. Survey of staff, students, and families/community for local indicators in school climate, family engagement, and implementation of academic standards. The information from these surveys was used to generate priorities and refine goals. Note: all surveys, except staff surveys, announced via Parent Square. Staff surveys sent through school email.

- Survey of students on school climate (Winter) conducted December 13, 2021 through December 17, 2021.
- Survey of Staff including certificated, classified, representatives from the local bargaining units, conducted from May 16, 2022 through May 27, 2022.
- Survey of students conducted from May 16, 2022 through May 27, 2022.
- Survey of parents/community conducted from May 16, 2022 through May 27, 2022.

Stakeholder meetings were conducted during the following dates. All meetings held via the Zoom platform.

- Staff meeting held January of 2022 via Zoom
- Student meeting held February of 2022 via Zoom.
- Staff meeting on final review of goals and actions held May of 2022 via Zoom.
- Advisory Board/SSC review and approval via Zoom.

A summary of the feedback provided by specific educational partners.

Feedback from educational partner groups was gathered in the spring of 2022. Information was generated primarily through surveys and informal discussions with various educational partners. Educational partners were asked about the importance of the action items and relevance to the goals. It was determined that the goals and actions were still a priority for the majority of partners.

The following information was gathered from meetings and surveys. Many students shared the issues with having to work to support themselves and their families. Those with children mentioned the difficulties of supporting their children while trying to attain their diplomas. All still believed in the importance of acquiring the diploma as a means to improve opportunities for them and their families. Many students spoke of the support and the extra effort staff put forth to support them. All would like to see more opportunities for support when completing assignments. The time when the school is open and when the students need help varies and makes this a challenge. CBCS will continue to look at ways to improve this area.



Staff expressed concern with student work completion and attendance. They felt students had opportunities to participate in on-site tutoring, but that work completion, continues to be a concern. Students not attending meetings regularly or seeking help at the school site continues to hinder students from getting the help they need to complete assignments and take embedded assessments to continue moving forward in their assigned courses. Space continues to be an issue as students attend at varying times and spaces may become crowded. The staff also expressed the need for additional curriculum materials to support student learning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from educational partners continue to have a large impact on the plan. Goals and actions will continue, but properly implementing the actions to support the goals will be a priority of administration. The need for more career guidance and support with post-secondary options continues to be important for students. The school's positive and welcoming environment continues to be its strength and that maintenance goal will continue relatively unchanged. School facilities are adequate, but more space for tutoring or small group/class work is needed. Since space considerations are a district decision that will take time. As the school grows, available space will be important to find.

The focused goals were developed based on state and local data. Improving graduation rates and career and college readiness are important areas that continue to be addressed in the LCAP. Such goals also include other added components to improve outcomes for students. Interventions for attendance, for example, will help to improve work completion and credit accumulation. This action is included with the goal for improving graduation rates.

Improving academic outcomes continues to be a priority. Feedback from educational partners suggested more tutoring support is still a priority. The addition of an instructional support assistant was driven primarily by this concern as well as the need for such a staff member to support the school's special populations. Childcare also continues to be a concern and it is an area the school will work to find a solution to.

Feedback from educational partners stated that the goals and actions presented continue to be appropriate and relevant, which is why many components of the plan remain relatively constant.

Goals and Actions

Goal

Goal #	Description
1	Positive School Climate: Maintain a welcoming and comfortable learning environment where students feel connected to the school and community.

An explanation of why the LEA has developed this goal.

Maintenance Goal - Priority 1, 5, 6 and 8

In stakeholder surveys, current and former students noted the atmosphere at Come Back Charter School 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021-22 - data not available on CDE website			100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021-22 = 100%			100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021-22 = 100%			100%
Pupil Suspension Rate	2019/20 - 0%	2020-21 = 0%			0%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Expulsion Rate	2019/20 - 0%	2020-21 = 0%			0%
School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 91% I feel supported by school staff. 93% I feel staff truly care for me. 94% When I feel upset.....there is someone I can talk to. 82%	2021-22 Spring Survey Actual Data I feel safe in school. = 100% I feel supported by school staff. =100% I feel staff truly care for me. = 95.65% When I feel upset.....there is someone I can talk to. = 91.30%			I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90% When I feel upset.....there is someone I can talk to. 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$571,234.00	No
1.2	Curriculum and Instructional Materials	Continue to provide quality, rigorous and relevant core curriculum materials for all students. {WASC}	\$8,500.00	No
1.3	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. {WASC}	\$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Positive Behavior Incentives	Provide incentives to students to encourage participation, positive behavior, and connection with the school. Incentive points will be tracked utilizing the school's PBIS system.	\$5,000.00	Yes
1.5	Technology	Ensure students have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment.	\$41,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions of actions for Goal 1 were fully implemented with the exception of Action 4.

The school continues to work on a PBIS that is centered on achievement and positive outcomes for adult students. An incentive system appropriate to this population is important and looks different than that of a typical TK-12 program. However, the importance of engaging all students in positive interactions and engagement is still highly important. The school will focus on developing that system in the 2022-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 – The difference in expenditures was due to having lower than expected enrollment and needing enough curriculum licenses to support students.

Action 3 – The difference in expenditures was due to the lower than expected enrollment and the need to only have the current facilities to support students.

Action 4 – There was no expenditure for this action as the school is still developing and refining the PBIS system that is appropriate for adult learners.



An explanation of how effective the specific actions were in making progress toward the goal.

The majority of actions for Goal 1 were all fully implemented. Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective. The school had highly qualified and experienced staff, rigorous and quality curriculum and instruction, clean and welcoming learning environments, and enough devices to support students with accessing their curriculum.

Action 4 was considered not effective as the PBIS incentive program was not initiated in 2021-22. The school needs additional time to develop a system that targets positive interventions for adult learners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

An analysis of the data from all educational partners shows that this goal continues to be important and that the actions are appropriate to meet the goal. All actions will continue as is with the exception of Action 4, which will require more work to develop the system that is most appropriate for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Academic Performance: Students, staff, and stakeholders work together to develop an academic and career plan that moves students towards higher education/technical training and better job opportunities.

An explanation of why the LEA has developed this goal.

Broad Goal - Priority 2, 4, and 7

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart by grade level and averaged for grade span	2021-22 = not available. Sample size too small.			ELA 9-12: 2.66 Math 1.56
Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	2021-22 = 100%			100%
EL reclassification rate	2019-20 = 0%	2020-21 = 0%			0%
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 3.50 ELD avg = 3.50			ELA avg 4.0 ELD avg 4.0 Math avg 4.0



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Math avg = 3.50			
State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 4.00 ELD avg = 3.50 Math avg = 4.00			ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 3.25 ELD avg = 3.25 Math avg = 3.25			ELA avg 4.0 ELD avg 4.0 Math avg 4.0

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$35,321.00	No
2.2	Instructional Support Staff	School data shows a need for supplemental instructional opportunities for low income, foster youth, English learner, and special education students. The school will hire additional instructional support staff to provide individualized and small group tutoring. Students will be identified for additional support based on assessment data, grades, and social/emotional needs.	\$37,069.00	Yes



Action #	Title	Description	Total Funds	Contributing
2.3	Instructional Support Materials	Students in need of additional instructional support may need access to materials for intervention and remediation. Funds will be utilized for primarily English language arts and math intervention materials and software. Additional materials in other subject areas will be purchased based on teacher recommendation.	\$8,500.00	Yes
2.4	Professional Development	Based on the 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.	\$9,146.00	No
2.5	Supplemental Staff	To provide more opportunities for student support, the school will seek Student Success Coaches through our partnership with Cal-SOAP as well as seek tutors through internal programs and/or service providers. Supplemental staff will provide additional tutoring hours and support applications to college and completing financial aid applications.	\$25,000.00	Yes
2.6	Assessment System	Implement and utilize a diagnostic assessment system to determine where students are at academically and to determine the need for intervention and remediation. The system will include the use of NWEA for diagnostic testing and surveys to identify student needs and supports. {WASC}	\$1,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions of actions for Goal 1 were fully implemented with the exception of Action 2. Actions 5 and 6 were considered partially implemented.

The additional instructional support staff was not hired until the end of the school year. This was due in large part to the lower than expected enrollment. Therefore, the expenditures for this action were for the teachers to provide that support for the time being. Again, due to the lower than expected enrollment, additional tutoring staff were not hired. However, this action was still considered implemented as the Cal-SOAP program provider tutors at no cost. More work is needed on the assessment system as well. The school does have a diagnostic assessment, but must develop a more comprehensive testing schedule to ensure all students get tested in a timely manner.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4 – The lack of expenditures on this action was due to the costs being shared or covered by other schools under Student Programs. Also, the restrictions during part of the year prevented staff from attending workshops and conferences. Those provided virtually came at no or little cost.

Action 5 – The Cal-SOAP program provided the tutors at no cost and there were no expenditures for these tutors.

An explanation of how effective the specific actions were in making progress toward the goal.

The majority of actions for Goal 2 were fully implemented with the exception of a few that were partially implemented. Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective.

Actions 1, 3, 4, and 6 were considered effective. The small staff worked well together and provided support for one another's students as needed. A more formal defined process is needed, but the ability to adjust and support students is effective. The school has sufficient instructional materials and professional development was effective, but staff did request trainings geared more towards adult learners. The school continues to make use of embedded formative assessments, but plans on doing more with refining a schoolwide assessment program.

Action 2 was considered not effective. Although teachers provided this support and were more than effective in the additional instructional support they provided to students, instructional support assistants are still needed to support our English learner and special education populations more effectively. Action 5 would also support our low income students as well with the addition of more tutors. However, with the tutors provided, they were able to provide support to a majority of our struggling students.



A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Action 2, an instructional support assistant has been hired and will be in place for the upcoming year. As the enrollment increases, additional support staff will be brought on board. This staff will focus on our special education students, English learners, and low income students with high impact tutoring (Tier II support). The additional tutors under Action 5 will support this staff with more generalized support of low income students (Tier I support). For the 2022-23 school year, CBCS will assess each incoming student and reassess students about every 90 days or upon exit from the program to determine student growth and the effectiveness of the curriculum and instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Goals and Actions

Goal

Goal #	Description
3	Career and College Ready: Ensure graduating students are career and college ready.

An explanation of why the LEA has developed this goal.

Focused Goal - Priority 2, 4, and 7

The vision and mission of Come Back Charter School is to provide opportunities for adult students to earn their high school diploma and develop their soft skills in order to obtain more gainful employment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCI	2019/20 - 1.1%	2020-21 - data not available on California Dashboard website			10%
# of Merced College courses taken by students	21-22 will serve as baseline	2021-22 = 0			
# of students enrolled in training courses	21-22 will serve as baseline	2021-22 = data not available			
# of students concurrently enrolled at Merced College	21-22 will serve as baseline	2021-22 = 0			
# of Advisory Board Meetings	2019/20 - 2	2021-22 = 2			5

Actions



Action #	Title	Description	Total Funds	Contributing
3.1	Workforce Investment	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.	\$5,087.00	No
3.2	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.	\$13,383.00	Yes
3.3	Counseling and Career Guidance	Staff will provide opportunities for students to do 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.	\$19,435.00	Yes
3.4	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.	\$8,500.00	Yes
3.5	Career Technical Education (CTE) Courses	Incorporate Career Technical Education (CTE) course(s) as part of the student's course requirements and qualifications for graduation to allow students to explore more career pathway opportunities.	\$14,544.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of actions for Goal 3 were considered fully implemented with the exception of Action 2 with college and career activities and Action 5 with Career Technical Education (CTE) courses, which were considered partially implemented.



Students had access to workshops and job/career fairs throughout the county. Action 2 was considered partially implemented as participation remained low in these events. More events at the school sites would help with improving attendance. While the school provided online CTE options for students, most courses can only count as elective as an on-site course and instructor is needed. Options for CTE are available through the College and Career department. However, students did not take advantage of these opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 – The MOU with Workforce Investment was developed and initiated. The school must refine its process for referrals. The lack of referrals is what kept the cost lower.

Action 2 – The outreach by staff to support and encourage students to attend college and career events accounted for the higher expenditure. Although participation was low, the team did put forth significant effort. The pandemic may still have an adverse effect on participation.

Action 4 – The elective options were included as part of a package with the entire district. Therefore, no costs were associated with this action.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined. Overall, the majority of actions were considered effective. While the effectiveness of each action varied, opportunities and outreach was provided by the staff and school. Students had access both to Empower and Worknet along with other job training programs. Empower refers the most students to CBCS and their students are provided job training simultaneously or once they achieve their diploma. CTE options are readily available for students, but they must take advantage of such options.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The actions for Goal 3 remain relatively unchanged for the 2022-23 school year with the following exceptions. Refinement of each action is still needed. For example, to promote college and career training and opportunities, the school will focus on promotion and outreach. This will include reaching out to student's families as well. Having former graduates giving testimonials on their success will help to encourage other



students to follow in their path. While some refinements of these actions are needed, educational partner feedback feels these actions and goal are still very important.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Goals and Actions

Goal

Goal #	Description
4	Improved Graduation Rates: Increase the graduation rate of the school to 50% by 2024.

An explanation of why the LEA has developed this goal.

Focused Goal - Priority 5, 6, and 8

Data from the 2019-20 school year showed a graduation rate of 28.6%. While students who enter Come Back Charter School have many barriers to completing the program, the school will focus interventions and supports to allow more students to complete their requirements within their 12th grade year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	28.6%	2020-21 = 27.3%			50%
Attendance Rate as measured by P2	2019/20 - 82%	2021-22 = 66.21%			85%
Local data plan- students with 90% or better attendance in Fall Semester	2021/22 will be our baseline year	2021-22 (fall) = 34 (37.78%)			
Local data plan - students with 10 or more unexcused absences in Fall Semester for students enrolled longer than 30 days	2021/22 will be our baseline year	2021-22 (fall) = 50 (55.56%)			
# of SART meetings	2021/22 will be our baseline year	2021-22 = 6			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of referrals to intervention for attendance	2021/22 will be our baseline year	2021-22 = 0			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	MTSS Tiered Intervention System - Attendance	The school will utilize a tiered attendance system outlined in the Learning Continuity and Attendance Plan. 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.	\$46,277.00	Yes
4.2	School Events	Continue with school events such as orientations, Open House, and graduation to involve students and their families with the school.	\$5,000.00	No
4.3	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 or community resources.	\$35,321.00	Yes
4.4	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.	\$13,402.00	Yes



Action #	Title	Description	Total Funds	Contributing
4.5	Community Resources	To better support the needs of students facing adverse conditions, the school will seek community agencies and resources to better support the social/emotional needs of students. The school will create partnerships and seek donations to support a student and their families economic and social emotional needs.	\$12,303.00	Yes
4.6	Support for Children	Students with young children have the need for daycare or support so that they can receive the extra support needed. The school will establish connections with local community groups to see about providing time for parents to study and/or come to the school for extra support. {WASC}	\$30,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of actions for Goal 4 varied with some fully implemented but others partially or not implemented. Action 1 and 4 were considered fully implemented. The school staff worked well to address attendance, but it still continues to be a challenge as students faced even more barriers because of the pandemic. Action 2, 4 and 5 were considered partially implemented as students were provided resources by staff to support families. The school counselor also provided additional support, but more resources and outreach are still needed to support students. The school held regular orientations and college and career events were available outside the school. However, with the exception of graduation, the school did not conduct other events as in the past. Action 3 was not considered implemented as no workshops were provided. The costs associated with the action was for the time staff spent supporting each individual student. The school was not able to acquire space and staff to support children of students. However, this goal continues to be a high priority for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: The increased expenditures due to additional personnel being brought on to support attendance intervention. The personnel included an additional administrator to support the students at the new center, an additional counselor for elementary, and a school liaison for home visits.



Action 2: The decreased expenditures are due to the low amount of student events that were held. Much of this had to do with the restrictions from the pandemic.

Action 3 – The expenditures for this action are associated with staffing costs to support the individual students and their family's needs.

Action 6 – This action was not implemented as the school is still seeking space and staffing to support this action.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for Goal 4 varied in their implementation. Based on input from all educational partners and an analysis of the available data, the effectiveness of each action was determined.

Actions 1 and 4 were considered effective. Although attendance continues to be a focus of the school, the resources implemented this school year will help with improving attendance rates. Refinement of the MTSS process for attendance is still needed and will be developed for the 2022-23 school year.

Actions 2, 3, and 5 were considered partially effective. While the school did hold some events, which proved effective, there is a need to provide more to connect the school with students and their families. While family supports and community resource outreach lacked at the school level, staff support proved to be effective. More work is needed to refine the referral process so students and their families can get support in a timely manner.

Action 6 was considered not effective as it was not implemented in the 2021-22 school. However, this action continues to be a priority for the school and will remain as is. The school will seek space and staff to help implement this action in the 2022-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

These actions to support Goal 4 are still considered adequate and appropriate. The challenge is that with the small staff available, providing all of these resources can become overwhelming. However, by partnering with other schools in Student Programs, CBCS plans to effectively implement these actions. A focus will continue to be on improving attendance. A new orientation process and follow up will be implemented for Action 1. This should help with improving engagement and attendance for students, especially the subgroup populations.



A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

DRAFT

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
243,134	26,983

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.25%	0.00%	\$0.00	30.25%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The lack of information on the California Dashboard requires CBCS to utilize other measures to determine the needs of unduplicated students. The school school utilized feedback from educational partners and performance of students in their courses. Nearly 80% of students are considered low income. The school has a small number of active English learners (22 and under) and a small number of those beyond the age of 22. While such students do not need to meet the requirements for English learners in high school, these students still require the same supports, if not more. While students are over 18 and typically out of the foster youth system, former foster youth who attend CBCS still require many of the same supports as they did in their high school years. Students who were formerly foster youth continue to face many of the same barriers as they did when they were in high school. As such, actions to address the needs of these groups as well as our special education students is critical.

The goals and actions developed were based on the needs of students based on the experience of staff and the current research with working with these subgroups. The overall purpose of the actions to increase or improve services for such subgroups is to remove the barriers that prevent them from being successful. Essentially, supporting students with their basic needs so that they can focus on their academics and development of their employability skills.



Goal 1 continues to focus on ensuring each low income student has an adequate device to complete his or her work. This is not an action just to make sure the student has a device, but one in good condition that works properly. Part of the cost with this action will be to replenish and update the stock of devices at the school. Wi-Fi service and devices have been included in this cost as many do not have Internet connection either. The purpose of Goal 1 is to make sure students have access to high quality teaching staff, adequate facilities conducive to learning, quality materials and a quality device to access their courseware.

Goal 2 continues to be centered on academic support for students. Instructional support staff and supplemental materials are included to provide more resources and opportunities for instruction and remediation. All of these components are to be linked with the school's assessment system to determine student needs and interventions as required. The assessment system will determine which subgroups will require the interventions and appropriate remediation will be assigned.

Goal 3 continues to be centered on career and college by promoting college and technical training to improve the student's chances of getting gainful employment after receiving their diploma. Low income students are not always aware of all the opportunities for improving their skills and advancing their skills. Providing college and career guidance and activities as well as more elective options for career exploration will broaden the students' knowledge of opportunities with local colleges and training facilities.

Goal 4 continues to focus on support of the students and their families. Meeting the needs of the whole student is important in improving academic outcomes. Regular contact between staff and student is important to ensure students who are low income, English learner, or former foster youth are aware that resources to help them are available. Staff work with resource partners to support students and their families. Addition supports and services are still needed and will be increased in the 2022-23 school year. Additionally, the action developed for childcare options at the school for students with small children is continuing. Childcare continues to be a challenge for low income students and may often times be a barrier to their success. If CBCS can figure out how to support the students with such things as childcare, the school will likely see an improvement in credit completion and graduation outcomes from students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Low income students, English learners, and former foster youth experience a multitude of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability, and significant mental health issues. As a result, CBCS prioritizes the needs of this student population by considering their greater needs and circumstances. All of the goals and actions contributing to increased or improved services



are able to meet the requirement based on 2022-23 revenue and supplemental and concentration grant funding. CBCS will use supplemental and concentration grant funds to provide the increased and improved services which are principally directed towards and most effective in assisting unduplicated pupils to meet the LCAP goals as well as the state and local priorities. The unduplicated pupil percentage is expected to be 78.51% (supplemental) and 77.38% (concentration) in 2022-23; therefore, these funds will be used schoolwide in an effort to provide services directly to unduplicated pupils. Educational partners provided feedback on the use of these funds to meet the school's goals for unduplicated pupils within the ten state priorities. The actions, services, supports, and strategies included in the plan are research-based, best practices which are proven to be effective in meeting the social-emotional, behavioral, and academic outcomes for unduplicated student groups. The continued and added actions described above are expected to improve and increase services and outcomes for our unduplicated student population by providing resources to support the whole student and their family, removing barriers to attending school, providing access to coursework, and increasing success after achieving their high school diploma.

Using the calculation tool provided by the state, CBCS has calculated that it will receive \$243,134 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). This LCAP includes actions and services focused on supporting unduplicated students with a total allocation of \$277,463, which is more than the minimum requirement. CBCS has demonstrated that it has met the 30.25%. CBCS is planning to expend more than the minimum required supplemental and/or concentration funds on actions or services such as academic supports, technology, counseling, staff training, and are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

With the additional concentration grant add-on funding, CBCS plans to recruit and hire additional instructional support staff to support student learning. One instructional support assistant has been hired at the end of the 2021-22 school year. This staff member is shared with another program and will serve 0.60 FTE for CBCS. The grant add-on funding will cover most of the cost of this staff member. As the school grows, additional instructional support assistants will be added to provide integrated and targeted services to students needing remediation or intervention. The focus of support staff is to provide our high needs student population with high impact tutoring to support students in meeting their goals and objectives. CBCS will identify our low income, former foster youth, English learners, and special education students for this targeted support.



Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		0.6:77
Staff-to-student ratio of certificated staff providing direct services to students		4.9:77

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$964,657.00	\$33,508.00		\$2,357.00	\$1,000,522.00	\$813,665.00	\$186,857.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	\$556,953.00	\$14,281.00			\$571,234.00
1	1.2	Curriculum and Instructional Materials	All	\$8,500.00				\$8,500.00
1	1.3	Facility Maintenance	All	\$55,000.00				\$55,000.00
1	1.4	Positive Behavior Incentives	Low Income	\$5,000.00				\$5,000.00
1	1.5	Technology	English Learners Foster Youth Low Income	\$31,000.00	\$10,000.00			\$41,000.00
2	2.1	MTSS Tiered Intervention System - Academic	All	\$35,321.00				\$35,321.00
2	2.2	Instructional Support Staff	English Learners Foster Youth Low Income	\$37,069.00				\$37,069.00
2	2.3	Instructional Support Materials	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
2	2.4	Professional Development	All	\$6,789.00			\$2,357.00	\$9,146.00
2	2.5	Supplemental Staff	Low Income	\$25,000.00				\$25,000.00
2	2.6	Assessment System	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
3	3.1	Workforce Investment	All	\$5,087.00				\$5,087.00
3	3.2	College and Career Activities	Low Income	\$13,383.00				\$13,383.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	Counseling and Career Guidance	English Learners Foster Youth Low Income	\$19,435.00				\$19,435.00
3	3.4	Elective Course Options	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
3	3.5	Career Technical Education (CTE) Courses	All	\$14,544.00				\$14,544.00
4	4.1	MTSS Tiered Intervention System - Attendance	English Learners Foster Youth Low Income	\$46,277.00				\$46,277.00
4	4.2	School Events	All	\$5,000.00				\$5,000.00
4	4.3	Family Support Workshops	Low Income	\$35,321.00				\$35,321.00
4	4.4	Staff to Student Communication	English Learners	\$13,402.00				\$13,402.00
4	4.5	Community Resources	Foster Youth Low Income	\$3,076.00	\$9,227.00			\$12,303.00
4	4.6	Support for Children	Low Income	\$30,000.00				\$30,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
803,775	243,134	30.25%	0.00%	30.25%	\$277,463.00	0.00%	34.52 %	Total:	\$277,463.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$277,463.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Positive Behavior Incentives	Yes	Schoolwide	Low Income	All Schools 9-12	\$5,000.00	
1	1.5	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$31,000.00	
2	2.2	Instructional Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$37,069.00	
2	2.3	Instructional Support Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$8,500.00	
2	2.5	Supplemental Staff	Yes	Schoolwide	Low Income	All Schools 9-12	\$25,000.00	
2	2.6	Assessment System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,500.00	
3	3.2	College and Career Activities	Yes	Schoolwide	Low Income	All Schools 9-12	\$13,383.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Counseling and Career Guidance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$19,435.00	
3	3.4	Elective Course Options	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$8,500.00	
4	4.1	MTSS Tiered Intervention System - Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$46,277.00	
4	4.3	Family Support Workshops	Yes	Schoolwide	Low Income	All Schools 9-12	\$35,321.00	
4	4.4	Staff to Student Communication	Yes	Schoolwide	English Learners	All Schools 9-12	\$13,402.00	
4	4.5	Community Resources	Yes	Schoolwide	Foster Youth Low Income	All Schools 9-12	\$3,076.00	
4	4.6	Support for Children	Yes	Schoolwide	Low Income	All Schools 9-12	\$30,000.00	



2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$970,804.00	\$858,896.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Staff	No	\$470,611.00	\$465,390.98
1	1.2	Curriculum and Instructional Materials	No	\$20,000.00	\$9,284.01
1	1.3	Facility Maintenance	No	\$60,000.00	\$28,664
1	1.4	Positive Behavior Incentives	Yes	\$10,000.00	\$0.00
1	1.5	Technology	Yes	\$45,000.00	\$44,318.81
2	2.1	MTSS Tiered Intervention System - Academic	No	\$22,265.00	\$26,285.67
2	2.2	Instructional Support Staff	Yes	\$64,070.00	\$65,528.00
2	2.3	Instructional Support Materials	Yes	\$8,000.00	\$8,728.26
2	2.4	Professional Development	No	\$16,483.00	\$250.00
2	2.5	Supplemental Staff	Yes	\$33,000.00	\$0.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Assessment System	Yes	\$47,984.00	\$42,134
3	3.1	Workforce Investment	No	\$5,087.00	\$22,758.37
3	3.2	College and Career Activities	Yes	\$13,383.00	\$18,469.00
3	3.3	Counseling and Career Guidance	Yes	\$14,782.00	\$15,366.99
3	3.4	Elective Course Options	Yes	\$10,000.00	\$0.00
3	3.5	Career Technical Education (CTE) Courses	No	\$14,544.00	\$18,661.34
4	4.1	MTSS Tiered Intervention System - Attendance	No	\$25,350.00	\$36,530.64
4	4.2	School Events	No	\$18,383.00	\$4,568.42
4	4.3	Family Support Workshops	Yes	\$17,580.00	\$26,285.92
4	4.4	Staff to Student Communication	Yes	\$17,542.00	\$16,895.07
4	4.5	Community Resources	Yes	\$6,740.00	\$8,776.83
4	4.6	Support for Children	Yes	\$30,000.00	\$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$176,147	\$313,081.00	\$259,513.50	\$53,567.50	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Positive Behavior Incentives	Yes	\$10,000.00	0.00		
1	1.5	Technology	Yes	\$40,000.00	44,318.81		
2	2.2	Instructional Support Staff	Yes	\$64,070.00	85,528.00		
2	2.3	Instructional Support Materials	Yes	\$8,000.00	8,321.50		
2	2.5	Supplemental Staff	Yes	\$33,000.00	0.00		
2	2.6	Assessment System	Yes	\$47,984.00	42,134		
3	3.2	College and Career Activities	Yes	\$13,383.00	18,469		
3	3.3	Counseling and Career Guidance	Yes	\$14,782.00	15,366.99		
3	3.4	Elective Course Options	Yes	\$10,000.00	0.00		
4	4.3	Family Support Workshops	Yes	\$17,580.00	26,285.92		
4	4.4	Staff to Student Communication	Yes	\$17,542.00	16,895.07		
4	4.5	Community Resources	Yes	\$6,740.00	2,194.21		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Support for Children	Yes	\$30,000.00	0.00		

DRAFT



2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$586,826	\$176,147		30.02%	\$259,513.50	0.00%	44.22%	\$0.00	0.00%



Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners



Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.



Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:



School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).



- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

DRAFT



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced County Office of Education

CDS Code: 24 10249 0000000

School Year: 2022-23

LEA contact information:

Cindy Gentry

Coordinator, Student Programs

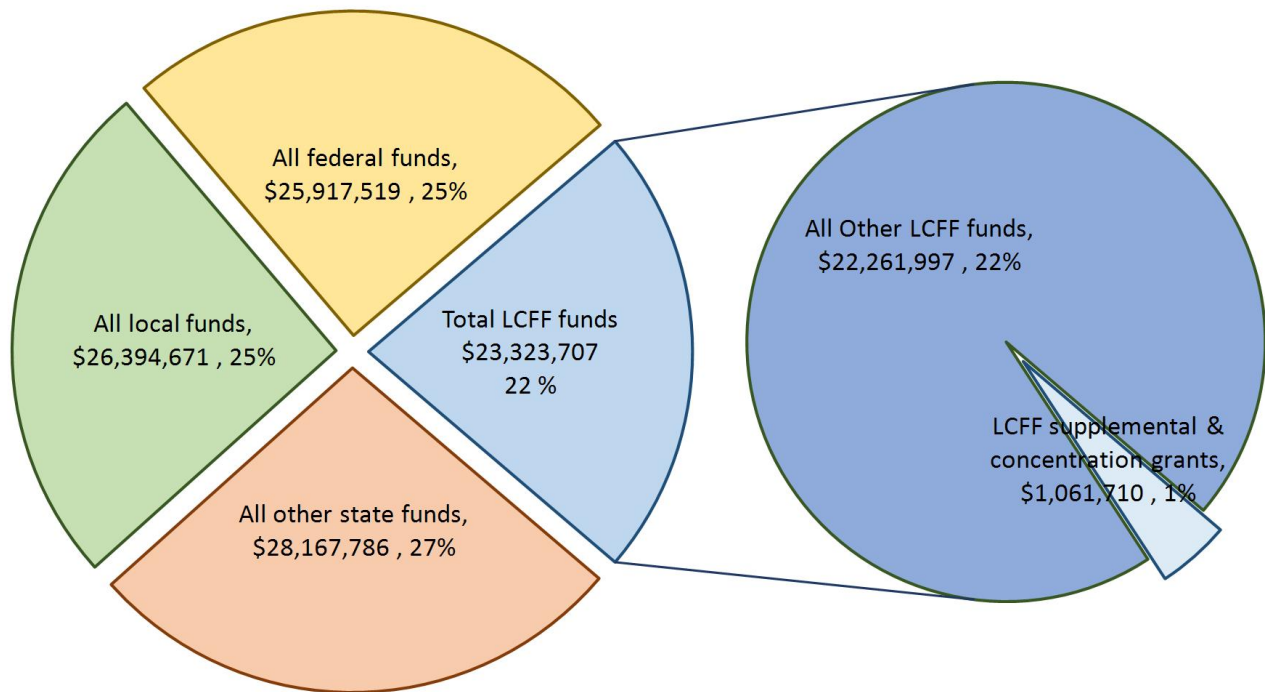
cgentry@mcoe.org

(209) 381-6788

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

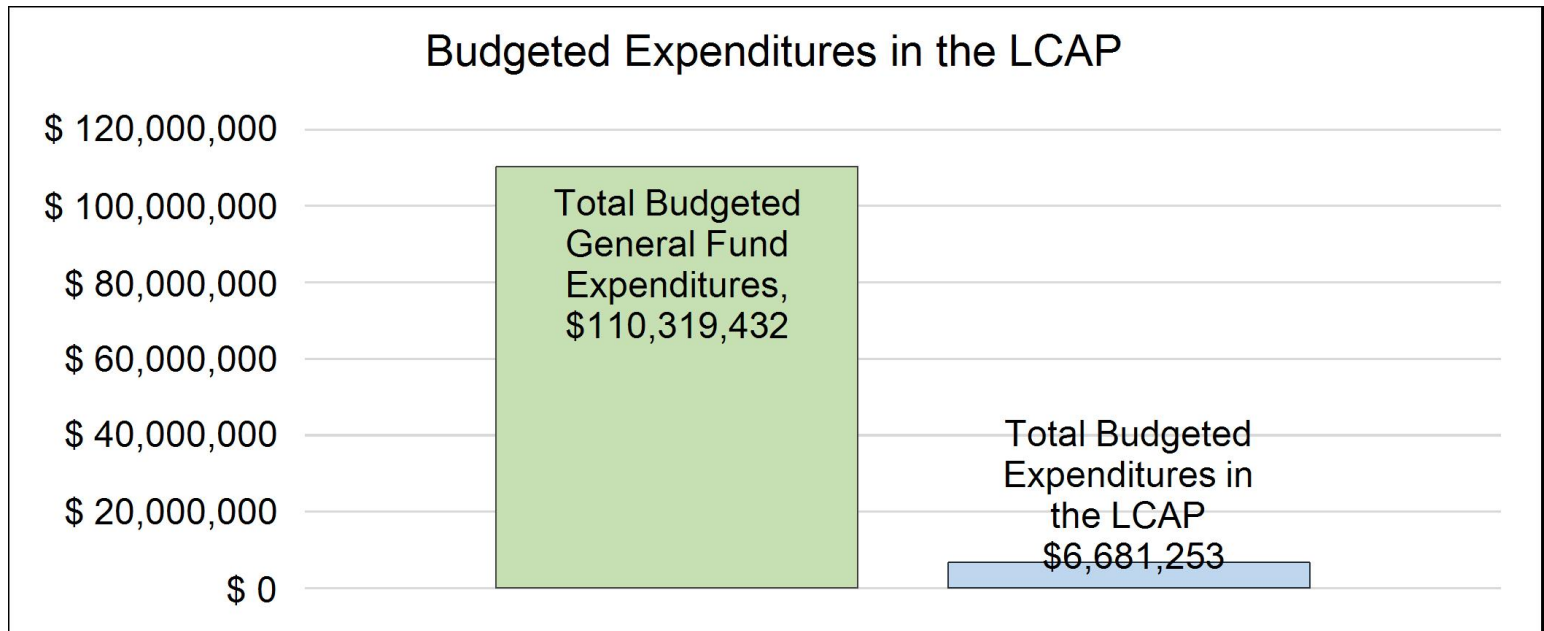


This chart shows the total general purpose revenue Merced County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Merced County Office of Education is \$103,803,683, of which \$23,323,707 is Local Control Funding Formula (LCFF), \$28,167,786 is other state funds, \$26,394,671 is local funds, and \$25,917,519 is federal funds. Of the \$23,323,707 in LCFF Funds, \$1,061,710 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Merced County Office of Education plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Merced County Office of Education plans to spend \$110,319,432 for the 2022-23 school year. Of that amount, \$6,681,253 is tied to actions/services in the LCAP and \$103,638,179 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

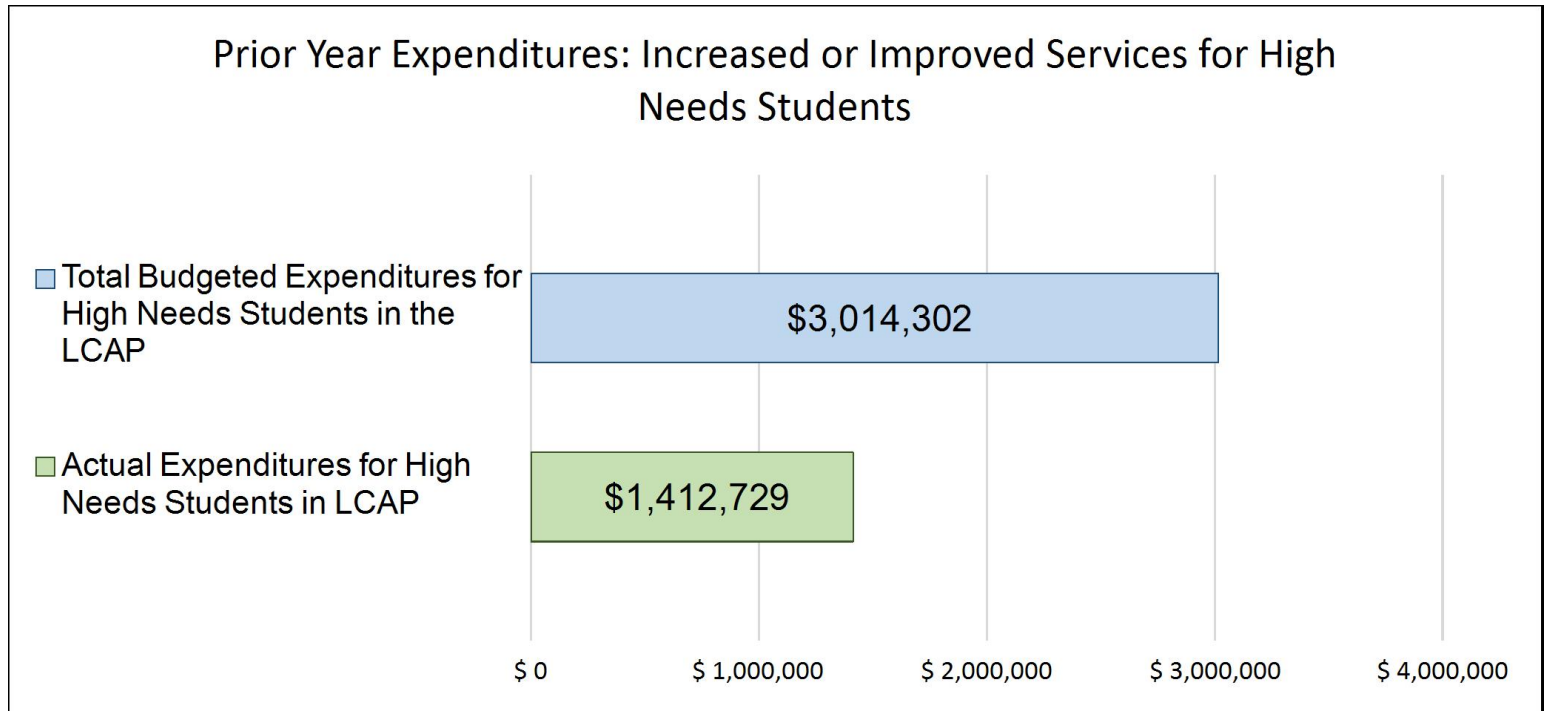
Merced COE is budgeting \$104,455,585 of expenditures to other program services such as additional costs to Special Education, Career Technical Education (CTE) and other services to school districts.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Merced County Office of Education is projecting it will receive \$1,061,710 based on the enrollment of foster youth, English learner, and low-income students. Merced County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Merced County Office of Education plans to spend \$2,109,368 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Merced County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Merced County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Merced County Office of Education's LCAP budgeted \$3,014,302 for planned actions to increase or improve services for high needs students. Merced County Office of Education actually spent \$1,412,729 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-1,601,573 had the following impact on Merced County Office of Education's ability to increase or improve services for high needs students:

The planned actions and services were implemented for our high needs students in 2021/22. The LCFF portion of the contributing action was less because of the use of one-time federal and state funding used instead of LCFF funding, some staff FTE were distributed to other actions that were not considered contributing, and when the budgeted amount for high needs students was calculated last year it included all funds, not just LCFF.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	Cindy Gentry, Coordinator Maria Duran Barajas, Director	cgentry@mcoe.org; mbarajas@mcoe.org 209-381-6788 209-381-5136

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Educator Effectiveness Plan and A-G Implementation Grant funds received were not included in the 2020-21 LCAP. Our County Office of Education did not receive Expanded Learning Opportunity - Program funds.

Valley/Court: Educator Effectiveness Plan; A-G Grant

The Valley/Court schools received the Educator Effectiveness Block Grant and will receive the A-G Improvement Grant in February 2022. Our program used the Local Indicators survey, school climate survey, a local professional development survey to all staff, and discussion at Leadership meetings to create a plan for the use of funds for the Educator Effectiveness Grant plan. Our program will also assess needs and solicit feedback from educational partners with our upcoming spring survey which will include professional development priority questions. We have begun recent discussions on the A-G Improvement grant and are in the early stages of planning and the development of our plan’s implementation timeline. We will include educational partners in the training of the use of the funds and planning and implementation of the actions.

Special Education: Educator Effectiveness Plan

On October 27, 2021, Special Education Assistant Superintendent engaged its educational partners by facilitating a virtual meeting with certificated and classified staff to help prioritize the use of Educator Effectiveness funds. Staff expressed interest in professional development opportunities in the areas of curriculum, behavior, and instructional strategies. As well, staff shared the need to have teachers and/or aides to support the new staff or who need training in an identified area. In order to gather more detailed feedback from educational partners on curriculum and professional development, the Special Education Director had a follow-up meeting on November 8, 2022, with interested certificated staff. Based on the information provided by the key educational partners, the Educator Effectiveness plans will be used in the identified areas expressed by special education staff to help support teacher and student educational needs.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Merced County Office of Education was not eligible for additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

For CARES Act and CRRSA Act funding, MCOE gathered information from educational partners in Leadership meetings, virtual staff meetings, and surveys conducted with students and their families. The information gathered helped formulate a plan for expenditures to meet the needs of the students during distance learning through the pandemic.

CARES/LLMF, ESSER I, GEER, and ESSERII

MCOE gathered input from the Leadership teams when planning expenditures from these federal resources. The Leadership team presented the information to school site staff for feedback. The program conducted several surveys with students and their families to assess the needs of families to support the recovery from the pandemic and also the need to support their child's distance learning.

ESSER III Plan

MCOE gathered information from community partners over the course of the 20-21 school year through the use of virtual meetings, surveys, or direct phone contact to inform program services and align resources with various plans such as LCAP, Expanded Learning Opportunities, etc. A Leadership Team was formed which includes the Student Programs Director, coordinator, school site principals, the school psychologist, after-school program advisor, certificated staff, classified staff, members of the bargaining units, parent/guardian representatives,

and students. During meetings, participants were informed of survey results and asked to rate the priority of suggested goals and actions. Community member and staff engagement continued into the 21-22 school year via surveys, parent phone calls, virtual and in-person meetings to confirm and prioritize actions as part of ongoing progress monitoring of services as well as specifically inform actions for the ESSER III plan.

The following engagement opportunities contributed to the actions identified in the ESSER III Plan and are reflective of community partner involvement with over 60% of parent/community and student responses (inclusive of under-represented populations such as English Learners and incarcerated youth), and 70% of staff (administrative, certificated, and classified) responses. The multi-pronged approach ensured that a majority of the 88% socio-economically disadvantaged population and 87% unduplicated student populations provided clear direction. The LEA also administered the annual school climate student survey in the spring of 2021.

All meetings, except for staff meetings, were communicated via Parent Square.

School Site Council Meetings -October 7, 2020, February 17, 2021, May 27, 2021, June 2, 2021, September 29, 2020, October 6 and 7, 2021

English Learner Advisory Committee - October 7, 2020, February 17, 2021, and June 2, 2021, September 29, 2021, October 6 and 7, 2021

Certificated Staff (including bargaining representatives)- through monthly staff meetings and Annual Survey (April 2021)

Classified Staff (including bargaining representatives) - through staff meetings and Annual Survey (April 2021)

Administration Team - through survey, Leadership Team meetings, and Continuous Improvement sessions - March 2021 and ongoing

Parents - through multiple surveys and in-person conferences - February - October 2021

Students - through surveys (e.g., Annual Program Survey, Healthy Kids Survey, ESSER III Survey) and Individual Learning Plan (ILP) meetings with the counselor - February - October 2021

Community - through surveys, webpage postings, Board meetings - February - September 2021,

Two virtual ESSER III Community Engagement Events held on Oct. 6, 2021

Merced County Special Education:

The Special Education Department gathered information from key educational partners, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key educational partners also included certificated staff, classified staff, and parents. The input was gathered through surveys, direct phone contact from the teacher to the parent, or Zoom meetings.

August 11-20, 2021- when gathering parent input, a short survey was developed that included topics on transportation, Expanded Learning Opportunities Plan EY student hours and enrichment activities, and suggestions on how to use funds ESSER III funds. Each teacher was asked to make contact with parents/guardians for each student in his/her class to have them fill out a survey. There were a total of 758 responses, which constituted about 84% of the special education student population, which was representative of the school demographics such as English Learners, low income, and foster youth.

August 9 and September 7, 2021- When gathering input from MCOE certificated and classified staff, the leadership team (Coordinators, Directors), members of the bargaining units, itinerant staff (i.e. school psychologists, occupational therapists, speech and language therapists, teachers of the visually impaired, Adapted PE teachers, nurses), the Assistant Superintendent facilitated a conversation on the ESSER III funds available, possible uses, and gathered recommendations on possible usage, and COVID Protocols and procedures.

An evaluation of the community engagement opportunities was conducted by MCOE and determined that at this time Tribes are neither present nor served by the LEA. In spite of numerous attempts by MCOE as noted above, Civil Rights Groups did not identify their representative membership as participants. Advocates for underserved student populations (English Learners, Foster/Homeless, Incarcerated Youth, Students with Special Needs) were engaged throughout the process as a Parent and/or member of the: Leadership Team, School Site Councils, English Learner Advisory Committees.

ELO Grant

MCOE gathered information from various stakeholder groups through the use of virtual meetings, surveys, or direct phone contact. The information collected included ideas, preferences, and concerns moving into the 2021-22 school year.

Valley Community Schools & Juvenile Hall:

The Valley Schools and Juvenile Hall gathered information from the Leadership team which includes the Student Programs director, coordinator, school site principals, the school psychologist, after school program advisor, certificated staff, classified staff, members of the bargaining units, families, and students, through the use of surveys, direct phone contact, or Zoom meetings during the development of the ELO grant plan. Our program also began committee work across programs within the Educational Services Department to conduct an extensive needs assessment. This committee includes assistant superintendents, directors, coordinators, program advisors, supervisors, certificated, classified staff, and members of the local bargaining unit. The committee prioritized needs in five areas and is now making a plan to begin work on coordinating resources to meet those needs. The surveys sought feedback in the supplemental instruction and support strategies sections being offered from school staff, parents, and families, and students. After analyzing stakeholder feedback and discussions with the Leadership team, our program has identified the following strategies to be implemented with our grant allocation: extending instructional learning time, accelerating progress to close learning gaps through implementation, expansion, or enhancement of learning supports, integrated student supports to address other barriers to learning, additional academic services for students, and training for school staff to address students' social-emotional health and academic needs.

Merced County Special Education:

The Special Education Department gathered information from key educational partners, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key educational partners also included certificated staff, classified staff, and parents. The input was gathered from educational partners through surveys, direct phone contact, or Zoom meetings.

When gathering input from MCOE staff, the Assistant Superintendent facilitated a conversation and asked for input on the seven supplemental instruction and support strategies focused on in the Expanded Learning Opportunities (ELO) Grant.

For parent input, a short survey was developed, and parents were randomly selected and called to answer the survey questions. The survey asked parents to prioritize the use of the ELO grant funds in the areas of extended instructional learning time, learning/academic services, and staff training. Parents were also given the opportunity to provide their input on what they considered areas of need in the education of their child. The MCOE Special Education Administrative Team also participated in the same survey.

Based on the information provided by the key educational partners, two areas have been identified for use of the ELO grant funds: 1) Extended instructional learning time; and 2) accelerating progress to close learning gaps through the implementation, expansion, and enhancement of learning supports.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The COVID-19 Safety Plan was updated on December 13, 2021, and approved by the Board. MCOE is committed to maintaining the health and safety of students, staff, and other school staff. MCOE has implemented stable groups with fixed membership where possible that stay together for all activities as much as possible, which mitigates the spreading of germs and COVID. As well, students are required to wear face masks unless a student has a medical exemption. The challenge encountered is that students' and staff's personal environments might not be controlled therefore this impacts what germs or COVID is brought into the stable group setting. The majority of the students or staff that have contracted COVID is through home exposure that is brought into the classroom setting. The success in this endeavor is the continued effort in implementing contact tracing quickly to prevent continued exposure. Students and staff have implemented safety measures through physical distancing and healthy hygiene practices inside and outside the classroom. This presents a challenge for Special Education students with cognitive and/or medical limitations, but it's reinforced through training and/or reminders. The testing of staff and students has been a challenge. MCOE has open nurse positions that continue to be unfilled and the limited availability of tests. This impacts the timeliness of testing and contact tracing. As well, the contact tracing protocol is ever-changing from CDPH, which leads to confusion for staff, parents, and students. MCOE has had meetings with educational staff and shared the COVID protocols with parents to keep everyone informed of the changes. Although there have been many challenges, MCOE is committed in its efforts to maintain the health and safety of students, educators, parents, and other staff.

Valley/Court:

Our student programs have made progress in the actions planned in the ESSER III plan. In January, we hired a short-term, part-time clerk to support student files and two health assistants for two of our school sites to help with COVID tracing, vaccinations, testing, and overall health needs of our students. For February, we hired a fiscal analyst for support in the new funding resources. We also hired a teacher to provide support classes to identified students, three youth engagement specialists to work with students, and a student worker for the office to work with families enrolling students. We opened a new daily class for our Merced school site and hired an instructional assistant and a campus

supervisor to address student needs. At our Los Banos site, we hired another teacher and campus supervisor for the increased return to in-person learning. We continue to supply personal protective equipment to all staff and students with these funds. We purchased social-emotional screeners and grief curriculum for our students. We have enough student devices for all of our students so we use funds to repair and purchase accessories if needed. We have an open teacher position at the Juvenile Court School that we have been unable to fill this school year. The primary struggle this school year has been staffing our open positions. Another area that we have not yet made progress in is increasing or expanding our learning spaces. We have conducted one student climate survey and one local assessment benchmark, so far this school year so we don't have comparative data yet. We are also currently collecting survey data for the needs of our English Learners during this time.

Special Education:

The Special Education department is committed to maintaining the health and safety of students, educators, and other staff through the use of ESSER III funds. The focus of the funds was the hiring of more educational staff: 1. increasing the workday from 3.5 to 6.5 per day, 5 days per week for instructional assistants, 2. hiring two teachers on special assignment (TOSA) for the Preschool and Sierra (program for students with emotional disturbances) programs, and 3. providing social-emotional support to students by hiring a behavioral aide. Special Education was able to convert 15.0 FTE instructional assistants to full-time status. This was very beneficial in add addressing lost instructional time and providing services to students. Yet, Special Education experienced challenges in hiring the two TOSAs and the one behavioral aide because of staff shortage or qualified applicants. The positions continue to be advertised with the intent of filling these positions with qualified staff as soon as possible. Special Education was able to hire three health aides to prevent, prepare for, and respond to COVID. This has helped by identifying staff and students with COVID and contact tracing. The challenges that have been encountered are the number of staff and/or students that need to be tested and have been found to be positive. This removes staff and/or students from the educational setting which impacts the loss of instructional time. The ESSER-III funds have provided the necessary funds for PPE supplies and equipment to keep students and staff safe in the educational setting.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Merced COE coordinated the planning and implementation of the actions in the ESSER III and the Safe Return to In-Person Learning in alignment with the goals in our LCAP to improve outcomes for students and maximize our funding. By using the needs assessment and feedback from our educational partners, we created the goals and actions in our LCAP. During the process of creating the ESSER III plan, we used the feedback and assessment to develop actions for areas that would provide more services using the funds provided in the 2021 Budget Act. Fiscal resources are aligned within the applicable plans and the 2021/22 LCAP. The following are Goals and Actions in the LCAP that were expanded with the additional funding received:

LCAP Goal 1 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 1 - Our technology plan includes replenishing student devices. ESSER III extends this LCAP action to support student access to learning.

Action 2 - Professional Development opportunities. ESSER III allows for additional compensation for training and more professional development contracts.

Action 3 - Student Progress Monitoring. Hiring staff to support students in their learning contributes to this action of monitoring students in their learning.

Action 4 - Supplemental curriculum - additional curriculum to support students in learning acceleration and intervention added to our existing supplemental curriculum for student learning

Action 6 - Supplemental staff - hiring additional instructional support staff to work with students to provide instruction and tutoring support

LCAP Goal 2 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 3 - MTSS/Social-emotional wellness resources. Hire three Youth Engagement Specialists to work with students to re-engage in school and provide wraparound services.

Action 6 - Providing a Safe School Environment. The hiring of two more campus student supervisors will help provide a safe school environment when students return to in-person learning and two health assistants to assist with following COVID protocols and student wellness.

LCAP Goal 3 - The following actions are currently in our LCAP and are in line with planned actions in our ESSER III plan.

Action 3 & 4 - Provide high-interest activities and incentives and recognitions. To incentivize and encourage students to continue attending in-person learning and to increase attendance rates this school year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*

the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	Cindy Gentry Coordinator, Student Programs	cgentry@mcoe.org (209) 381-6788

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The vision of Merced County Office of Education (MCOE) is "Nurture, Serve, Lead." The MCOE operates three WASC accredited Valley Community School (VCS) campuses and a Juvenile Court School in Merced County. VCS is committed to the success of every student. The mission of the Valley Community Schools is to nurture, inspire, and lead through innovative and unique experiences.

The school-wide learner outcomes for VCS are as follows:

VCS STUDENTS WILL BE:

RESPONSIBLE - For their learning and actions

PREPARED - For career and/or college

PROBLEM SOLVERS - Apply effective decision-making skills

Students are placed at VCS for several reasons:

* incarceration at the Juvenile Detention Facility

- * sentenced by the Juvenile Court Judge to attend the Court School program;
- * referral by the probation department;
- * expulsion by their district of residence;
- * referral by the School Attendance Review Board (SARB); or
- * referral by the district of residence but not expelled.

VCS serves students in grades 6--12. The majority of students attending VCS come from challenged backgrounds. The academic careers of most VCS students have been negatively impacted by one or more of the following barriers to success:

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

Our 2021-22 enrollment data shows 342 primary enrollments for the 3 Valley Community Schools and Juvenile Court School. 27% of our student population are English Learners, 8% are Students with Disabilities, 93% are Socio-Economically Disadvantaged, and 1% are Foster Youth. 93% of our total student population is unduplicated.

The goal of VCS is to help these students successfully return to their districts of residence by encouraging them to attend school on a regular basis, earn credits toward graduation, and be model citizens.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of our performance on the state indicators, local indicators in the 2019 Dashboard, local self-assessment tools and local data, and educational partner input, there were several successes that we are proud of and would like to share here.

State Indicators - due to the suspension of the 2021 CA School Dashboard, MCOE used DataQuest and local data to determine progress made in several areas. We had a decline of 11% in our suspension rate and an increase of 5% in our pupil graduation rate. Our schools have been working towards alternate strategies to address student needs in lieu of suspension and we plan to continue with our strategies into the new school year with a focus on keeping our suspension rate low. We are focused on engaging students back in school and refining our MTSS and PBIS model to support the whole student and their needs including expected behaviors on campus. Our teachers and counselors continue to work with students towards overcoming barriers, earning their course credits, and staying on track to graduate. These efforts reflect in our overall increase in our graduation rate from 2019/20 to 2020/21. Our English Learner student group had a significant increase in the graduation rate of 26%. The 2020/21 graduation rate for our Valley Community School, Merced, was the third consecutive

year of an increase which resulted in our 3-year average above 68% allowing us to exit Comprehensive Support and Improvement this year. This was our only school in CSI.

Our Local Indicators were all met for the 2021 CA School Dashboard information required.

Local self-assessments and data - We conducted several surveys of our educational partners this year asking for input and feedback in various areas, including: school climate and culture, reflection tools on state academic standards, parent and family involvement, student support, professional development planning, and quality of communication.

In fall 2021 and spring 2022 student climate surveys were administered. For all of our survey questions in the area of school climate, there was an increase in positive responses or the % stayed the same. 100% of our students responded that they feel safe on campus and/or in their online learning classroom. We consider this a huge success for our schools. There was also an increase in % in student responses for these two questions: 1) If I feel upset, frustrated, or angry, there is an adult who works for the school who I can talk to, and 2) have at least one school friend to talk to if they are having a bad day. We feel this is a direct correlation to the work we have been doing on our campuses in the area of social-emotional learning and having resources, including personnel, available to students. We also acknowledge these increases in student responses as wins because our staff has worked hard to reach each and every student and build relationships, especially as we transitioned from distance learning to all students back on campus this year.

Another success shown in our collection of local data is our annual credit completion average metric located in our first goal. Our students earned a baseline of 8.85 credits per average in Quarters 1-3 of the 2020/21 school year. This year the students exceeded the desired outcome by earning an average of 13.5 credits for Quarters 1-3. As a result, we increased our desired outcome.

We are proud of the resources provided to students and families this year during the continued pandemic we are facing. Protocols and processes were put into place this year to keep our students and staff safe all year along. We hired health assistants to assist the school sites in monitoring cases, exposures, testing, absences, and the return to sites. Student advocates, counselors, and mental health clinicians met in small group sessions and 1:1 meetings for students who were in need of more support. We also hired Youth Engagement Specialists to meet with students and families and develop a program that would increase student-to-school engagement. Staff job responsibilities shifted to focus on wellness checks, home visits, and collaborating with families with a focus on having students attend school in person every day. We will continue to build upon services for students and staff in this next school year.

This year we implemented two new core online curriculum programs for both our daily program schools, the independent studies program, and our juvenile court program. We provided training at the beginning and throughout the year and worked closely with our IT department to ensure access to the different components of the program. We have 100% of our teachers using these two core programs with the students.

Another area that we were successful in was providing a robust schedule of professional development for our staff and in providing quality communication. In an end-of-year survey, 83% of staff reported that they were extremely satisfied or satisfied with the quality of the professional development offered this year. Our staff also prioritized areas they are seeking further professional development for the next school year so we will continue offering quality professional development opportunities. 90% of our staff were extremely satisfied or satisfied with the quality of communication from the administration this year. With the ever-changing needs this school year has brought and

continues to bring, we celebrate that as a success as well. We plan to continue making our communication methods and frequency better into this next school year and as feedback is shared.

Reflections: Identified Need

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

With the suspension of the 2020 and 2021 CA School Dashboard state indicators, there were no areas identified in low-performance areas (red and orange) to address.

Statewide assessments - our Valley Community Schools and Juvenile Court School administered the CAASPP assessment in Spring 2021. Our data shows that 24.6% of our students met or exceeded standards for English Language Arts and 4.57% for Mathematics. For our English Learners, 6.26% met or exceeded standards in ELA and 0% in Math. For our low-income students, 23% met or exceeded standards in ELA and 4% for math. We recognize this as a continued area of need for all of our students. This spring we contracted with a tutoring service to work with our independent studies students specifically in CAASPP preparation strategies and techniques. We plan to expand this service to our other programs next year.

Local self-assessments - We conducted several surveys of our educational partners this year asking for input and feedback in various areas, including: parent and family engagement and reflection tools on state academic standards. In the parent and family engagement surveys, we were rated a 3.5 out of 5 for providing opportunities for families to plan, design, and implement family engagement activities and provide input on policies and programs, and in engaging families in advisory groups and decision-making. This is the same rating as the previous year. This continues to be an area of need to engage families in school activities and in decision-making committees. We hope to have all in-person meetings next year and increase engagement activities next year to have parents in person on campus. In the state academic standards data collection, data continues to show a need to offer professional learning and programs to support staff in science and social studies standards. The data also showed a need to implement standards in visual and performing arts, world languages, and physical education. Staff was 83% satisfied or extremely satisfied with the professional development offered this year but provided feedback that they continue to need professional opportunities in stress management, educational technology, social-emotional learning, and PBIS (Positive Behavioral Intervention Systems). We have already begun planning for staff professional development next school year to address some of the topics they have requested and will continue developing a professional development calendar with those topics as a priority. The student response survey indicated a need for more tutoring services to help with academics. Students also identified the top area they are seeking more help which was math. Reading came in as a second top priority. We will be offering a summer school session again this coming summer with tutors available to support students. We will also hire tutors during the school year again to support students with their work when they are not in class. The times for the tutors will be flexible and work with the student's school schedule because according to the survey, students prefer in-person one-to-one tutoring support during the school day.

DataQuest - Chronic Absenteeism is not a measure on the CA School Dashboard due to our Valley schools being comprised of middle/high schools. Our chronic absenteeism rate from 2018/19 to 2021/22 school year (no data in 2019/20) shows an increase in chronic absenteeism

in overall students and in these student groups: unduplicated students, English learners, and low-income by at least 10%. We know this is a result of the ongoing pandemic and students not being able to attend school due to being ill or exposed.

Local data collection - We also collected local attendance data in the 2021/22 school year to review chronic absenteeism numbers by quarter. This data continues to show us the need to address chronic absenteeism. We created a Focus goal to decrease chronic absenteeism due to the state indicator being in the yellow category and due to the trends we saw in the local data quarter after quarter this year. We will continue the actions in this goal for this next school year.

The first three LCAP goals were created with the above-identified needs in mind. The first one focuses on the academic achievement for all student groups in the area of English Language Arts and Mathematics. We recognize our student performance has declined in this area from the 2018 to 2019 CA School Dashboard and have planned actions to address this need. The second goal focuses on student and parent/family engagement and our third goal is focused on improving attendance.

We will continue working on our College and Career Indicator as well. We plan to continue offering Career Technical Education (CTE) courses for students at our school sites, begin exploring dual college credit courses for our Valley Community School students, implementing work-based learning, and starting this year we assessed students with the ASVAB (Armed Services Vocational Aptitude Battery) which may qualify for the indicator in the future. We will use next year as a planning year to improve our A-G completion rates at our schools as they are currently at 0%.

These actions and steps will be taken to address the areas identified above.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The following are key highlights of the three-year, 2021-2024, LCAP. In total four goals were created. These goals and their actions will remain for the second year of the three-year plan as they continue to be a priority as identified from state and local measures and educational partner feedback conducted this spring.

The first goal encompasses academic achievement in English Language Arts, mathematics, and English fluency. Included in this goal is to create a strategic technology plan to ensure continued technology access for our students as we return to in-person learning five days a week and also support students who remain in a virtual learning environment in or Independent Studies program. We will also increase student progress monitoring and reporting to determine the needs of our students and how our school sites will meet those needs. We added more metrics for measuring our progress including tracking quarterly credit completion averages to ensure our students are making progress towards graduation.

The second goal includes student and family engagement and providing a safe school environment. In this goal, we created a new action to build a positive school culture and advocate for student leadership at each school site. Promoting student voice and choice was the feedback we received from our student groups in the previous two years. We will continue with professional development opportunities for our staff, but focus on the prioritized list provided to us through a teacher's survey this year. As students and staff endured an entire school year in a pandemic, our focus in this goal will be on social-emotional support and re-introducing a safe school environment to include positive

behavioral interventions and supports and parent education in topics of high interest.

The third goal is a focus goal targeted on the reduction of student chronic absenteeism rates and an increase in attendance rates. Local data assessments and monitoring and educational partner feedback in the last two years show a need to prioritize this area and address the needs of students and provide more supports and interventions. One action of this goal is to increase parent communication by implementing two programs that will keep parents informed of their child's absences in a timely manner. A process for referral for interventions and tracking will be implemented to help school sites analyze trends and to analyze if interventions are successful.

Priorities 1, 9, and 10 were moved into a maintenance goal as we seek to maintain progress and programs in those areas.

Metrics that are not applicable to the programs that we operate and are not included in the LCAP are:

- Expulsion Rate (our rate is 0% as we serve students who are expelled from their districts)
- High School Dropout Rate (we serve students who drop out of comprehensive high schools)
- Percentage of pupils passing the Advanced Placement (AP) examinations (there is no demand for AP courses)
- Percentage of pupils completing A-G requirements for UC and CSU entry (this may be added in subsequent years as we begin to implement the new curriculum with A-G approved coursework-we are using 2022/23 as our planning year)
- Percentage of pupils who successfully complete Career Technical Education (CTE) requirements (our students are generally with us for a short time and return to district before being able to complete CTE

sequences or programs)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Floyd A. Schelby School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Floyd A. Schelby School (Schelby) is a separate campus comprised of special education students with moderate to severe disabilities, medically fragile students, and preschool to transition age. The Merced SELPA is governed by a Board of Directors, which is made up of the county superintendent and the superintendents of each participating school district within the SELPA region. Schelby was identified for CSI for low performance such as graduation rate and chronic absenteeism.

Merced County Office of Education Special Education department has supported Schelby in developing the Single Plan for Student Achievement (SPSA), which is a required plan for CSI, with the coordination of Assistant Superintendent of Special Education, Special Education Director, Coordinator, Fiscal Manager, classified and certificated staff, and parents. Further, the Schelby staff and parents

provided input on the SPSA plan by participating in a survey on what was needed to increase students' performance. Parents and staff were given the same survey that asked for their input in identifying the instructional needs of students and how funding should be allocated to accomplish the goals outlined in the plan. For parents, teachers were asked to send home the survey with each student in his/her class for parents to fill out, whereas the program secretary distributed the survey to staff to complete. This year's survey included topics on teacher support, behavioral support for students, staff training, enrichment activities, student incentives, and other. There were a total of 62 parent surveys sent home and 15 were returned to school which constituted about 24% of the special education student population, which was representative of the school demographics such as English Learners, low income, and foster youth. As for staff, out of 19 staff, 10 completed the survey, which constituted 53% of the staff. Parents and staff identified teacher support and behavioral support for students as the top two priorities. Yet, parents rated student incentives as the third priority, whereas staff rated staff training and enrichment activities as the priority. The results of the survey were used for the development of the 2022-2023 SPSA in using CSI funds. The SPSA goals that are designated to use CSI funds are as follows:

Goal 1: Schelby will employ highly qualified staff that is trained to support students to achieve at high levels, leading to a certificate of completion and/or career and college readiness.

Activity 2: Provide Board Certified Behavioral Analyst (BCBA) to provide behavioral support to students in order to enable them to access curriculum and participate in instruction by increasing graduation rate and college/career readiness.

Activity 3: Provide a Behavior Support Specialist to assist the teachers and instructional aides to enable students to better access curriculum and instruction, as well as to minimize challenging behaviors by increasing graduation rate and college/career readiness.

Goal 2: Increase parent/family involvement including families of English Learners, Foster Youth, Low Socio-Economic Status, and students experiencing homelessness, through various activities, such as parent trainings, family events sponsored by Schelby or Family Resource Center, and/or student incentives to promote school attendance.

Activity 1: Increase parent and family involvement including families of English Learners, Foster Youth, low socio-economic status, and students experiencing homelessness, through various activities, such as parent trainings and/or family events sponsored by Schelby or Family Resource Center to promote school attendance.

Activity 2: Provide all classrooms with a monthly incentive budget to promote student's school attendance and his/her participation in the instructional program to increase school attendance.

Goal 3: Students will increase performance in content areas including English Language Acquisition based on state and district level assessments by providing all teachers and paraeducators staff development, targeted assistance, behavioral support for students, and opportunities to collaborate.

Activity 1: Teachers on Special Assignments (TOSAs) will support teaching staff with professional development on topics that promote student academic growth including English language acquisition.

Activity 2: Provide enrichment activities for students before, during, or after school, and/or summer that target content areas as well as behavioral and sensory needs (sensory room).

The School Site Council met on December 2, 2021, March 10, 2022, and May 12, 2022, and Schelby English Learners Advisory Committee (ELAC) met on March 9 and May 10, 2022, to review and approve the SPSA.

The leadership team at Schelby will implement the identified goals and activities in the SPSA to improve student performance with the use of CSI funds.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Floyd A. Schelby leadership team (coordinator and director) will work with the teaching staff, Teacher on Special Assignment, Behavior Support Specialist, and Board Certified Behavioral Analyst to develop a needs assessment to identify areas of strengths and needs in the areas of graduation rate and chronic absenteeism. The end goal will be to develop a data plan that will be used to monitor and evaluate attendance data, student attendance, student progress on IEP goals, and assessment data.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Several in-person meetings and virtual meetings were held in the 2021/22 school year and many surveys were conducted to engage educational partners the development of the LCAP. These engagement opportunities included:

In-Person and virtual LCAP educational partner forums to solicit feedback on the priority of the current goals and actions in the plan were held on:

Students - March 4 and March 14

Parents/Families - March 7, March 9, and March 14

All staff members, including members of MCOTA and CSEA bargaining units - March 3 and March 9

MCOE conducted forums with certificated and classified staff local bargaining unit members. The groups reviewed the purpose of the LCFF and the LCAP, community school's vision and mission ten state priorities, LCAP goals, actions, metrics and LCAP progress. Staff were asked for input and recommendations in prioritizing LCAP goals and actions for next year through a survey.

MCOE conducted a virtual forum with students. This group reviewed the purpose of the LCFF and the LCAP, community school's vision and mission, LCAP goals and actions, and LCAP progress. Students were asked for input and recommendations in prioritizing LCAP goals and actions for next year through a survey.

MCOE conducted online and virtual forums with parents and community members. Parents of low -income, English Learner, and foster youth were invited to participate at the meeting. The groups reviewed the purpose of the LCFF and the LCAP, the community school's vision and mission, LCAP goals and actions, and LCAP progress. recommendations in prioritizing LCAP goals and actions for next year through a survey. Parents and community members were invited to be part of the District Advisory Committee to review the LCAP prior to the Public Hearing. We communicated the opportunity to join these forums through site communication, individual phone calls, and through Parent Square on March 1, March 4, March 7, March 10, and March 14.

A survey of all staff including certificated, classified, including representatives from the local bargaining units, students, and parents/community was conducted to rate the goals and actions planned for the second year of the three-year LCAP in whether they thought the actions should be a focus and priority. The window was open from March 4- March 18, and it was posted on Parent Square and individual calls were made by the schools.

A survey of leadership (including the Director, Accountability Coordinator, Equity Coordinator, site principals, and school psychologist), certificated and classified staff (including members of both bargaining units), students, and parents/community for local indicators in school climate, parent and family engagement, and implementation of academic standards. The window was open from April 11 - April 27, and it was posted on Parent Square on 4/12 and 4/27.

Individual student empathy interviews were conducted for our English Learners during the months of February - May 2022 and included students from all school sites. The survey focused on their areas of need to be successful in developing their English language fluency.

Virtual consultation meetings were also held on:

in person LCAP meeting consultation with SELPA presentation: 3/24/22

virtual LCAP meeting with SELPA for MCOE LCAP review: 5/31/22

LCAP consultation with College and Career for goal development and review: 5/25/22

LCAP meetings with Business to discuss action budgeted expenditures for LCAP, LCP estimated actuals, and LCAP 2019/20 actual expenditures held: 5/2/22, 5/5/22, 5/11/22, 5/18/22, 5/24/22, 6/1/22

Leadership team meetings to review LCAP: 3/4/22, 4/11/22, 5/13/22, 5/19/22

The MCOE Leadership team (including the Director, site principals, school psychologist, Equity Coordinator, and Accountability Coordinator) met to discuss the current year and next year's LCAP and progress towards completion of LCAP actions. During these meetings, the admin team discussed progress on last year's LCAP (Annual Update) and began planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, review of all survey data and student achievement data.

DAC/DELAC Meeting to review survey LCAP feedback: 3/9/22. the DELAC reviewed LCAP progress. Parents, teachers, and classified staff in attendance were asked for input and suggestions for LCAP goals and actions. DELAC reviewed the purpose of the LCAP and the ten state priorities.

DAC/DELAC Meeting to review and approve LCAP: 5/30/22. The DELAC began a review of the progress made on the previous year's LCAP (Annual Update), as well as reviewing the next year's LCAP goals and actions. There were no questions pertaining to the LCAP that needed to be submitted to the Superintendent's office.

A summary of the feedback provided by specific educational partners.

Students, parents/community members, and staff from the VCS system were surveyed and provided feedback on Goals 1-4 of the LCAP and the services/actions associated with each goal. The educational partner groups were asked to indicate their level of agreement that the services/actions should remain a priority and focus.

Among students, the consensus was that all the services and actions should continue to be a focus. For Goal #1 (Employ highly qualified staff who are trained to help students achieve at high levels in preparation for college and career readiness), 82% of students agreed or strongly agreed that the services and actions (on average) should remain a priority. 85% responded positively about Goal #2 (Provide a school climate that increases the engagement and involvement of students, parents, and families), 74% to Goal #3 (Implement strategies to decrease chronic absenteeism in all schools and programs), and 84% to Goal #4 (Coordination of Services in support of foster youth). Across the 4 Goals, 81.25% of students responded positively. A notable trend was that students responded least positively to Goal #3, and within that goal, fewer than 50% of students were supportive of these two actions/services: "Increase communication from school staff to home through calls, letters, and messaging" (62% positive/38% negative) and "Provide parent education on chronic absenteeism" (69% positive/31% negative).

Among parents and community members, the consensus was that all actions and services should continue to be a focus, with an average of 97% of parents agreeing or strongly agreeing to continue these priorities, and only 3% disagreeing or strongly disagreeing. Among the three

educational partner groups surveyed, parents/community members had the most positive overall response. This group's lowest-scoring % at 88% was in response to the statement "Provide parent involvement activities and parent education classes."

Among staff, again the overall opinion was that all actions and services should continue, with an average of 95.75% responding positively, and little variation in responses across the 4 Goals.

During the English Learner (EL) one-to-one interviews, it was noted ELs responded that writing was the most difficult area of English language fluency. This was followed by reading and speaking. Students also shared that they needed more practice speaking and reading in order to increase their fluency skills.

In the Local Indicators educational partner surveys, we gathered feedback from all staff, students, and parents/families.

Among all students, the following percentages agreed or strongly agreed with the statement: 86% look forward to participating in school (meaning 14% percent of all students responded that they do not look forward to participating in schools and of that percent, 27% were English Learners), 73% have an adult staff member to talk to when they are upset or frustrated (meaning 27% of all students responded that do not have an adult staff member to talk to when they are upset or frustrated and of that percent, 50% were English Learners), and 64% have at least one friend to talk to when having a difficult day (meaning 36% of all students responded that they do not have at least one friend to talk to when having a difficult day and of that percent, 37.5% were English Learners and Foster Youth).

82% of all students identified the top reason for not attending or engaging in school was due to being ill with 53% of the respondents being English Learners or Foster Youth.

When asked what areas students could use more help in 95 students responded: 68% chose math, 25% chose Reading, 19% chose Science and 17% chose Social Studies.

Among the students who responded needing support in the area of social-emotional wellness, 50% were our English Learners. For the academic responses, 42% of our English Learners and Foster Youth responded needing Reading support, and 18% responded needing math support.

Among parents/families, 87% of respondents agreed or strongly agreed that students were motivated to learn and 62% agreed or strongly agreed that they participate in meetings, training, or parent classes. In an open-ended question, parents responded that they would like opportunities for learning in the areas of academic interventions (55%), computer programs that their student uses (63%), and social/emotional support (62%).

Among staff including Leadership, site admin, classified, and certificated staff, the school climate survey responses were rated 83% or above in every area except one. 63% of respondents agree or strongly agree that students are motivated to learn. In the Professional Development section, staff identified stress management, educational technology, social-emotional learning, and positive behavior and intervention supports as areas they would like to further their learning for the next school year.

During the SELPA collaboration, our metrics and actions were reviewed to ensure we progress monitor students with disabilities group, show how we ensure the students have access to the core and what supports they are provided, identify any supplemental programs we have, identify what part of their day they are pulled out for services and how does the student make up what they miss if anything, incorporate

parent participation and encouragement for this student group. It was also suggested to be consistent with the terminology of students with disabilities and students with exceptional needs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational Partners agreed during the forums, presentations, and local surveys administered that all of the actions and services proposed in the four LCAP goals remain a priority and should be continued. Also based on survey feedback from all educational partner groups and the discussions with the Leadership Team, we will continue our actions to address the whole child and socio-emotional needs of the staff and students, including motivation and incentives. From the school climate surveys, we heard the need for in-person one-to-one tutoring and to increase student resources for building relationships and having a trusted person to talk to.

As part of this, we will continue actions in:

Goal 1 for progress monitoring, supplemental staff (including our counselors),

Goal 2 in social-emotional curriculum and resources, building a positive school culture with student leadership, and student supports in counseling, academic tutoring, and mentoring (including our youth engagement specialists), and

Goal 3 in improving chronic absenteeism, increasing attendance, and motivating students to learn and re-engage in school.

Only 67% of parents/community responded that they participate in committees, training, classes, special meetings, or events when available. Also in the survey, they identified wanting to learn more about the computer programs their child uses at school and social/emotional support and academic interventions offered at the schools. We will increase our offerings and types of training in G2, A4, Parent Education, and Involvement activities to increase this percentage of responses next year and meet the needs shared with us.

The inclusion of the focus goal to decrease chronic absenteeism will continue after reviewing feedback from educational partners in the area of attendance. The student survey showed the percentage of students who do not look forward to coming to school was high and students responded that the reason they miss school the most was due to illness. Only 63% of staff and 84% of parents/community responded that students are motivated to learn. The actions and services related to attendance, including incentives, will all remain a priority. VCS will interface regularly with our educational partners to ensure that these activities are being implemented in a way that promotes student and parent engagement/involvement and takes staff concerns into consideration.

The EL one-to-one interview feedback informed us that students need support in the areas of writing and reading. We will continue to provide supplemental materials which focus on those two areas to build their English fluency skills.

The Leadership team's impact was primarily to discuss progress and how to implement the LCAP and the priorities of the various educational partner groups. The team also discussed the metrics used to measure progress and the baseline data, as well as what adequate yearly progress and desired outcomes to set. In addition to statutorily required metrics, we included local District Advisory Committee/District English Language Advisory Committee: This committee serves as the advisory body to the Superintendent with regards to edits and revisions of the LCAP. The group agreed with the goals and actions presented and did not make any suggestions for revisions.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed in response to Priorities 2, 4, 7, and 8. Our LEA will continue this goal from the previous year. The goal focuses on ELA and Math academic achievement for all students in all student groups and English Proficiency for our English Learners. The metrics chosen will provide us with several indicators of our progress on this goal. Metrics were unchanged from last year. Baselines included were provided from available data sources. With educational partner input, the actions were created and prioritized and will be implemented to move forward in achieving this goal and the desired outcomes established. We will focus on academic measures such as CAASPP, ELPAC, local benchmark assessments, state and local database measures such as master scheduling, reclassification rates, credit completion, and educational partner feedback measures in reflection tools coupled together with actions including professional development, technology access, student monitoring, administering assessments, and providing supplemental curriculum and staff to help achieve this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: ELA Distance from Standard as measured by CA School Dashboard	2018-19 for 3 Valleys/JH All Students: 138 points below standard Low Income: 135 points below standard English Learners: not available Foster Youth: not available Students with Disabilities: not available	Data not available due to no Dashboard in 2021			All students and Low Income: 100 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP: Math Distance from Standard as measured by CA School Dashboard	2018-19 for 3 Valleys/JH All Students: 221 points below standard Low Income: 217 points below standard English Learners: not available Foster Youth: not available Students with Disabilities: not available	Data not available due to no Dashboard in 2021			All students and Low Income: 200 points below standard
English Learner access to the CCSS and ELD standards to gain academic content knowledge and English Proficiency as measured by EL Progress on CA School Dashboard	2018-19 30%	Data not available due to no Dashboard in 2021			40%
Access to Broad Course of Study - master schedule/courses	2020-21 100%	2021-22 - 100%			100%
STAR360 data from Star Summary report in Reading and Math - median GE as	2020-21 Reading All Students GE 5.3 Reading EL GE 4.4 Reading FY GE 5.4	2021-22 Reading All Students GE 5.4 Reading EL GE 4.1 Reading FY GE 6.6			Reading All Students GE 6.5 Reading EL GE 5.5 Reading FY GE 6.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by Benchmark 2	Reading Low Income GE 5.3 Reading SWD GE 4.8 Math All Students GE 5.4 Math EL GE 4.5 Math FY GE 5.8 Math Low Income GE 5.2 Math SWD GE 5.4	Reading SED GE 5.1 Reading SWD GE 3.9 Math All Students GE 5.6 Math EL GE 4.6 Math FY GE 9.6 Math SED GE 5.5 Math SWD GE 4.7			Reading Low Income GE 6.5 Reading SWD GE 5.5 Math All Students GE 6.5 Math EL GE 5.5 Math FY GE 6.5 Math Low Income GE 6.5 Math SWD GE 6.5
English 3D Reading Inventory - % showing proficiency on Winter Benchmark	2020-21 13%	2021-22 4% (2 out of 48 students)			18%
English Learner reclassification rate	2020-21 9%	2021-22 3% (3 out of 92)			15%
% of students with disabilities enrolled in programs and services with access to general education more than 80% of their day	2020-21 100%	2021-22 100%			100%
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	2020-21 5 point rating ELA - 3.1 avg ELD - 3.3 avg Math - 3.1 avg	2021-22 5 point rating ELA - 3.3 avg ELD - 3.2 avg Math - 3.2 avg			ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
State reflection tool - Having CCSS aligned	2020-21 5 point rating ELA - 3.3 avg ELD - 3.3 avg	2021-22 5 point rating ELA - 3.3 avg			ELA 4.0 avg ELD 4.0 avg Math 4.0 avg

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
instructional materials in ELA/Math/EL	Math - 3.3 avg	ELD - 3.5 avg Math - 3.3 avg			
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	2020-21 5 point rating ELA - 3.2 avg ELD - 3.1 avg Math - 3.3 avg	2021-22 5 point rating ELA - 3.2 avg ELD - 3.3 avg Math - 3.1 avg			ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
Increase teacher use of interim assessments	2020-21 - 1 IAB per year	2021-22 1 IAB			2 IABs per year
Annual credit completion averages - Quarters 1-3	2020-21- 8.85 credits avg	2021-22 - 13.5 credits avg			15 credits avg

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Plan	To ensure continuous access to technology, we will create and implement a strategic technology refresh plan to provide our students access to technology for instructional learning and enrichment purposes.	\$86,201.94	No
1.2	Professional Development	CASSPP and STAR 360 data show the need to address low rates of academic growth amongst our English Learners and Socioeconomically Disadvantaged student groups. Based on the data and staff input, we will provide professional development and collaboration time for the implementation of CCSS aligned instruction.	\$104,172.55	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Individual Student Progress Monitoring	To support students in successfully completing courses for high school graduation, schools will conduct student progress reviews to inform instruction and develop individual learning plans with all student groups. Schools will hold quarterly credit review meetings with seniors to monitor progress towards graduation and post-secondary goals. Students with disabilities will receive quarterly progress reports towards goals.	\$58,400.99	No
1.4	Supplemental Curriculum	STAR 360 and English 3D data show our English Learner student population scoring at low rates of academic growth. Core curriculum materials will be supplemented by providing resources for ELD instruction specifically designed for long-term English Learners. Professional development around support for English Learners will be provided for our instructional staff.	\$10,799.00	No
1.5	Formative and Benchmark Assessments	Local STAR 360 data shows the need to address low rates of academic growth among our English Learner and Low-Income student populations. To address this need, we will use the STAR 360 program, the Interim Assessment system, and the English 3D Reading Inventory for English Learners to analyze student progress and target instruction.	\$14,038.70	Yes
1.6	Supplemental Staff	Statewide and local STAR 360 data show a need for supplemental instructional opportunities for low-income, foster youth, English Learners, and special education students to increase academic growth. We will employ additional staff to provide individualized and small group tutoring led by their site instructional coach and staff to support student access to learning. Students will be identified for additional support based on assessment data, grades, social/emotional needs, by the Student Study Team (SST), or by an Individualized Education Plan (IEP) Team.	\$1,895,304.34	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Career Technical Education	District data shows a need for career readiness among our unduplicated student population. To address this need to prepare our students for careers after high school, we will offer a variety of Career Technical Education CTE courses aligned to strengths and interests of the students. Also to address a need to prepare our unduplicated student population for careers outside of high school, we will provide workshops from Career Technicians, and offer work based learning opportunities.	\$321,810.20	No
1.8	Individualized Learning	To provide continued support for our students with disabilities, enroll daily program students in a learning skills course in addition to the core courses for individualized support in grade level lessons and assignments and in progress towards individual goals including transitional goals. Students will also receive career skills such as resume writing. Students in Independent Studies receive one to one supports from their assigned teacher. IS teachers and core teachers will provide scaffolded supports and modified assignments, which includes teacher created supplemental curriculum.	\$364,804.26	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within this goal were implemented. In Action 6, there was less staff overall for the school year with roles that were moved around, unfilled positions, and the use of substitute staff. In Action 7, we had only one career technician this year instead of two due to being unable to fill the role. Also one CTE teacher of the six supported students from a different LEA (Charter school) than originally planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation or overspending of some actions is noted as follows:

In Action 1, we implemented our technology refresh plan. We expended more than planned for the year due to going from a hybrid distance learning model to an in-person model this year. Many devices were not returned from distance learning or were returned but in need of

repair. Chargers and Mifis were also not all returned. We also had an increase in enrollment in our I/S program and needed more devices to provide the students for at-home use. This led to an increase of \$140,246.

For Action 4, we purchased a supplemental curriculum and expended more than what we budgeted due to purchasing book sets for our ELD classrooms to do novel studies in genres of high interest which led to an increase of \$10,209.

For Action 6, since less staff were employed overall for the school year and some staff FTE were accounted for in other actions, we had \$933,706.40 left unspent in this action.

For Action 7, we offered our CTE courses as planned at all schools. The estimated expenditures were less than what was budgeted as we had only one career technician instead of two. Also, one of the CTE teachers was included in the agreement but serviced students in the charter school instead of our Valley/Court schools so her salary and benefits were not included in the total expenditures. This left \$234,243 unspent.

For Action 8, we added a teacher to support our students with disabilities due to an increase in enrollment which led to an increase in spending of \$104,011.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 was focused on academic achievement towards making growth in meeting or exceeding Common Core State Standards (CCSS) in ELA, Math, and English proficiency. From our analysis of local benchmark data and reviewing educational partner feedback through surveys and one-to-one interviews, we are making progress towards reaching this goal. Our local benchmark data showed a slight increase in both ELA and math for all students. In reading, our foster youth student group had the biggest gain. In math, our English learners (EL), foster youth, and low-income students made gains. The EL reclassification rate improved slightly. We maintained 100% access to a broad course of study, and our students with disabilities have services with access to general education for more than 80% of their day. Our state reflection tool showed modest increases in how the LEA was rated by certificated staff and leadership in the areas of providing professional learning in CCSS, having aligned materials, and implementing programs to support staff in improving their instruction. Action 3 and 6 resulted in a large increase in our annual credit completion average. Last year our average was 8.85 credits with the first three quarters of the year. This year our students reached an average of 13.5 credits within the first three quarters, which led us to increase our desired outcome after just the first year of implementation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goals, metrics, or actions for the coming year. One desired outcome for the last metric (annual credit completion average) was increased based on local data results from this school year. Our original desired outcome was set as an average of 12.0 credits completed for the first three quarters of the school year. We have exceeded that outcome already due to the actions implemented and will increase the desired outcome to 15 average credits completed by 2023/24. We also added the words "support student access to learning" in Action 6 as it should have included that phrase in last year's plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed in response to Priorities 3 and 6. Our LEA identified the need to continue this goal after reviewing educational partners' feedback and survey results. We want to increase the engagement and support of students and parents as educational partners and decision-makers. The metrics chosen will provide us with several indicators of our progress on this goal. Baselines included were provided from available local data sources. With educational partner input, the actions were created and prioritized and will be implemented to move forward in achieving this goal and the desired outcomes established.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rate	2019/20 - average 11.6% - All students 10.8% - English Learners 15.5% - Low Income 18.5% - Foster Youth 31.6% - Students with Disabilities	2020/21 - average 0.60% - All Students 1.20% English Learners 0.60% Low Income 0% Foster Youth 0% Students with Disabilities			10% - All Students 8% - English Learners 10% - Low Income 10% - Foster Youth 25% - Students with Disabilities
Pupil Graduation Rate	2019/20 - 60% avg all students 39% English Learners 63% Low Income n/a - Students with disabilities n/a - Foster Youth	2020/21 - 65.27% average all students 65.20% English Learners 63.23% Low Income			75% all students 55% English Learners 75% Low Income 75% Students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		68.8% Students with disabilities n/a -Foster Youth			
School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 90.85% I feel supported by school staff. 87.58% I feel staff truly care for me. 89.54% When I feel upset.....there is someone I can talk to. 71.24%	2021/22 - I feel safe in school 100% I feel supported by school staff. 88% I feel staff truly care for me. 92% When I feel upset.....there is someone I can talk to. 73%"			I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90% When I feel upset.....there is someone I can talk to. 80%
Field Trip Opportunities	2019/20 - 17 planned field trips total all sites	2021/22 - 20 field trips			20 field trips
School Events held - Family nights, heritage day, Back to School, Open House	2019/20 - 20 planned events	2021/22 - 24 planned events			20 planned events
After school activities/clubs	2019/20 - 25 planned activities	2021/22 - 15 planned activities			25 planned activities
Parent Engagement and Participation Rate as measured by survey % reporting strongly agree or agree	2020/21- 67.14%	2021/22 - 67%			70%
Parent participation in school events, activities, committees	2020/21- 45%	2021/22 - 53%			55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and feedback surveys per count of log in sheets					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Build a Positive School Culture Advocating Student Leadership	Through surveys and interviews, our LEA identified the importance of building a learning culture that promotes student voice and student choice by participation in school and community level events.	\$5,399.50	No
2.2	Professional Development & Resources	Through surveys from all educational partners, the LEA identified the importance of addressing needs in the area of social-emotional wellness in our English Learner and Foster Youth student population by providing students with the proper coping skills to build resiliency. We will conduct workshops and purchase curriculum so staff and students can work on such topics as stress management, intrapersonal skills, dealing with trauma, building a positive view of self. We will also provide professional development and resources to promote social-emotional wellness.	\$32,718.53	Yes
2.3	Multi Tiered System of Support	Refine our MTSS model to provide resources and services for behavioral (Positive Behavioral Interventions and Supports and Restorative Justice), academic, and social-emotional needs that foster a learning environment with an appreciation of diversity and develops the whole child.	\$61,159.06	No
2.4	Parent Education	Provide and encourage participation in parent involvement activities and parent education classes, including parents of students with exceptional needs, such as: gang awareness, graduation requirements, substance abuse, mental health. Encourage	\$10,799.00	No

Action #	Title	Description	Total Funds	Contributing
		participation in feedback surveys to guide decision-making with a focus on participation from unduplicated student groups.		
2.5	Student Supports	Offer counseling, tutoring, and mentoring services to students to address low graduation rates and high rates of social-emotional learning needs, academic needs, and physical wellness.	\$314,053.28	Yes
2.6	Safe School Environment	According to statewide data, our student populations have some of the highest rates of chronic absenteeism and lowest rates of attendance. To address these needs and to promote a safe school learning environment we will employ a School Resource Officer and Campus Liaisons to conduct home visits and build rapport with unduplicated students.	\$383,162.56	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In Action 1, the schools planned to bring back student Leadership clubs and activities. Due to the ongoing situation with the pandemic our schools limited gatherings and the students on campus continuously fluctuated. They were not able to implement the student leadership clubs that plan student events for the school. We were able to virtual hold the Rox Club meetings at both Valley schools that had students who attend daily. This action will be continued into next year as the schools plans to establish these Leadership groups so student voice and choice will be promoted. In Action 4, we were also limited in our parent activities and educational offerings this year. Due to COVID, parents were only allowed briefly in the office for transactional purposes. In feedback gathered by the school site, our parents/families prefer in person meetings and events at the school so we will continue this action for next year with the intent of offering activities and educational workshops in person for our parents to attend.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation or overspending of some actions is noted as follows:

For Action 1, we had minimal expenditures due to not implementing the Leadership groups as intended which left \$13,659 unspent.

In Action, 2, we overspent our budget because we contracted with an outside vendor for additional days to provide staff training in social-emotional wellness due to an overwhelmingly positive response to our first sessions. We had zero in contributing costs for this action because one-time federal funds were used to implement the actions instead of LCFF funds.

In Action 3, we were unable to contract with an internal provider due to an impacted schedule for services in behavioral interventions and strategies for our students so we used a different trainer which had a higher cost.

In Action 4, we did not hold the number of parent workshops or educational sessions that we had planned which left \$10,365 unspent.

In Action 5, we added three Youth Engagement Specialists in January to help increase student engagement in transitioning back to in-person learning. This was an added cost and increased our estimated actual expenditures by \$106,561.

In Action 6, we added a fourth campus liaison which increased the expenditures for this action by \$81,658.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 was focused on creating a safe and supportive environment to increase student engagement and involvement. Analysis of several areas of performance data and site collection of data supports that our actions are making progress towards this goal. The suspension rate for students dropped significantly from 2019/20 to 2020/21 school year. In 2020/21, we were in a pandemic but we did have hybrid classes throughout the year when students attended school when it was safe to do so. The pupil graduation rate average increased for all students. There was an increase of 26% for our English Learners. Our school climate surveys administered to students twice a year also provided data to show how effective our actions were. In the question of "I feel safe in school and/or my online classroom," 100% of the students responded that they agreed or strongly agreed with that statement. This was an increase of almost 10% from the year prior. Our provision of support, resources, and staff contributed to this positive response from our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, or actions for the coming year. There was one change made to the Pupil Graduation Rate desired outcome. When the desired outcomes were decided last year, there was no baseline data for the student group of students with disabilities. Since there was year 1 data available for this student group, a desired outcome can now be determined.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Decrease the number of chronically absent students by 12% by 2024, with a decrease of 4% per year, as measured by local data from our SIS monitored on a quarterly basis.

An explanation of why the LEA has developed this goal.

This Focus Goal was developed in response to Priority 5. Attending school is a critical factor in the success of our students in providing them support academically, behaviorally, and social-emotionally, and to the success of completing high school and making a smooth transition into college and/or career. Based upon local data from our Student Information System (SIS), statewide data on the CA School Dashboard, DataQuest or Ed Data, and educational partner feedback from surveys, we decided to continue our specific goal focused on decreasing the chronic absenteeism rate of our students. Statewide data shows that our chronic absenteeism rates are high amongst all students (88.5%), even higher among our unduplicated students (91%), and still higher among our English Learners (93%). The low-income students have the same high chronic absenteeism rate as all students.

When compared to the State of California's chronic absenteeism rate for all students and specific student groups, our high rates are concerning and must be addressed. In 2020/21, the State of CA's Chronic Absenteeism rates were 14.3% all students, 17.5% for English Learners, 19.4% for low-income students, and 21.4% for students with disabilities.

In our local survey feedback, our staff (94%), student (74%), and parent/family (96%) combined educational partner voices shared that actions and services to reduce truancy and increase attendance should be a focus this year. Other priorities identified by the surveys with 70% or above in positive responses were: increased communication from school staff, analyzing attendance data, implementing an intervention referral system, and providing support services. In addition, the Leadership Team feels this area needs to be a Focus goal this year because the overall negative % of educational partner feedback was higher than we anticipated at 2% for Parents/Families, 9% for staff, and 9% for students on this statement: parent education on student attendance should be a priority. We see this as an opportunity to do a better job communicating the importance of student attendance and improving the understanding of why this is an important goal for all of our educational partner groups. The actions created within this goal are intended to decrease this chronic absenteeism rate for our student populations. We incorporated a variety of attendance metrics to more comprehensively measure our progress in attendance in this upcoming year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate as measure by P2	2019/20 - 82%	2020/21 - 70% 2021/22 - 80%			85%
Chronic absenteeism rate from Dataquest for 3 Valley schools	2018/19 - average 73% - All student groups 73% - Unduplicated students 78% - English Learners 74% - SED 79% - Students with Disabilities	2019–20 absenteeism data are not valid and reliable 2020/21 - average 88.5% All Student Groups 91% - Unduplicated students 93% English Learners 89% Low Income 74% Students with Disabilities			61% All students groups 65% Unduplicated students 70% English Learners 65% Low Income 70% Students with Disabilities
Local data plan- students with 90% or better attendance in Fall Semester	2020/21 - 36%	2021/22 - 39%			40%
Local data plan - students with 10 or more absences in Fall Semester for students enrolled longer than 30 days	2020/21- 62%	2021/22 - 53%			50%
Hold SART (School Attendance Review Team) meetings for those who meet criteria	no baseline data available	2021/22 - 96%			100% of families who meet criteria will have a SART meeting and a plan in place.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	The unduplicated student population and students with disabilities have some of the highest rates of chronic absenteeism and lowest rates of attendance. To address these needs, we will increase parent communication for all student groups (P/T conferences and calls, Parent Square, truancy reduction workshops, activities, committees) including providing bilingual interpreting and translation services to parents in their home language.	\$8,639.20	No
3.2	Tiered Interventions & Supports	The unduplicated student population has some of the highest rates of chronic absenteeism and lowest rates of attendance. We will implement a system of interventions (Aeries referrals) for tiered re-engagement supports and establish (School Attendance Review Team) support services	\$38,876.40	Yes
3.3	High Interest Activities	The unduplicated student population have some of the lowest rates of attendance. We will offer high interest activities for students (field trips, enrichment and after school activities - AD, Driver's Ed, sports, music, cooking, photography, STEAM, robotics, life skills)	\$26,997.50	Yes
3.4	Incentives and Recognition	The unduplicated student population has some of the highest rates of chronic absenteeism and lowest rates of attendance. We will offer high interest incentives and positive recognition to increase student participation and morale.	\$32,397.00	Yes
3.5	Data Analysis	In order to share timely data with our educational partners, we will provide quarterly analysis of local attendance data to determine trends and areas of need with a focus on students with disabilities and English Learners where lack of attendance hinders their academic performance.	\$7,123.02	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Due to the ongoing effects of the pandemic, Action 3 called high interest activities was not implemented fully. Our school sites were limited with the number of activities they could offer the students and adhere to the safety practices put into place this year to keep students and staff safe. This was due to a variety of reasons which included less staff to oversee activities, less time to plan, safety concerns, no large in person gatherings allowed, etc. We plan to continue this action into next year with full implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

In Action 1, the estimated actual expenditures were less than what was budgeted which left \$2,122 unspent. This was due to estimated costs of translation services for our multiple plans which came in less than what was anticipated. The translated plans allows access to our Spanish speaking families and community members.

In Action 2, we anticipated using the campus liaisons for re-engagement and supports for a higher percent of their total time than what was actual which left \$10,837 unspent.

In Action 3, the schools were unable to offer the the number of high interest activities that they anticipated for this school year which left \$84,583.44 unspent.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 was focused on decreasing the number of chronically absent students by 4% each year as measured by our local data from our student information system (SIS). By implementing the actions within this goal, we have reached the benchmark for the first year. Our percent of students who were considered chronically absent using the Fall semester data dropped from 62% to 53%. We attribute this to the use of parent notifications for absences, the use of our SIS to track interventions for students with attendance concerns, the use of campus liaisons to provide re-engagement, the implementation of high interest activities and incentives and recognition for attending school, and and providing the schools with timely attendance data to identify and make a difference with students who are starting a trend of being truant.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled Youth.

An explanation of why the LEA has developed this goal.

This Maintenance Goal was developed in response to Priorities 1, 9, and 10. The actions within this goal include basic services required to be offered by a County Office of Education. Our COE is not looking to increase or improve the desired outcomes of each of the actions below, but at least maintain the baseline reported. These include actions for credentialed teachers without misassignments, sufficient core materials aligned to Common Core State Standards, well-maintained school facilities, our triennial plan for expelled students, and coordination of services for foster youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021/22 - Data unavailable on SARC			100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021/22 - 100%			100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021/22 - 100%			100%
Triennial Plan for Expelled Students-maintain % of school	20/21- 100%	2021/22 - 100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
districts involved in reviewing and using services of plan					
Staff logs for school districts receiving training/supports/direct services	Baseline 20/21, 10 school districts participated.	2021/22 - 100%, 20 school districts plus MCOE			100%
Collaboration with agencies for FY support as measured by logs and sign in sheets	Baseline 20/21, 7 agencies participated.	2021/22 - 13 agencies			14 agencies
Direct services to unduplicated FY as measured by staff logs	Baseline 20/21, 294 unduplicated students	2021/22 - 287 students			50 students

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Staff	Employ certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	\$2,378,100.70	No
4.2	Curriculum & Instruction	Provide CCSS aligned curriculum for the core program, credit recovery opportunities, and supplemental instruction.	\$75,593.00	No
4.3	Triennial Plan for Expelled Youth	Provide services per the Triennial plan for provision of services to expelled students	\$37,079.45	No

Action #	Title	Description	Total Funds	Contributing
4.4	Identification of Foster Youth	Assist school districts and other service providers in the identification of foster youth students and with gather necessary documentation to provide seamless educational support.	\$140,788.72	No
4.5	Transportation Services	Assist school districts with the development and coordination of an MOU with Merced County Human Services Agency to provide transportation services to maintain foster youth in their school of origin.	\$14,079.74	No
4.6	LCAP Oversight and Support	Provide assistance to school districts in the development of their LCAP with respect to actions and services for foster youth and provide oversight of the district's LCAPs with respect to foster youth services and actions.	\$14,079.74	No
4.7	Foster Youth Support Services	Provide support services to foster youth such as: transportation, tutorial services, postsecondary education options and referrals, FAFSA applications, and referrals to local support agencies.	\$56,314.63	No
4.8	Coordination of Services with Educational Partners	Facilitate collaboration and coordination of services between educational partners to minimize changes in school placement. Assist in the conveyance of services for foster youth to ensure the delivery and coordination of all necessary educational services such as graduation assistance, transportation, and post-secondary education transition and funding.	\$0.00	No
4.9	Professional Development and Support	Offer intensive trainings sessions, county-wide presentations, workshops and technical support to assist school districts in establishing protocols for identifying and enrolling foster youth and providing health and education related services	\$188,360.48	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Action 9, due to the continuing uncertainties related to the pandemic, it was not possible to provide the professional development opportunities which involve paid presenters who are experts in the field, therefore the expenses for this service were less than projected. These professional development opportunities have been pushed to the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

In Action 9, less professional development opportunities offered led to unspent funds of \$133,883.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4 is our maintenance goal. Analysis of the metrics show we are maintaining our actions towards this goal. We maintained our sufficient core materials aligned to CCSS, have school facilities in good repair, and have an active triennial plan for expelled youth. For our Foster Youth, school districts continued to receive support, the County collaborated with 13 agencies this year which was an increase of six over last year, and almost the same number of unduplicated students received direct services from the previous year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no planned changes to the goal, metrics, or actions for the coming year. One desired outcome was updated to 14 agencies from 20. This was the Collaboration with Agencies for Foster Youth Support as measured by logs and sign-in sheets. The reason for this change is the number of agencies available for collaborating in support of Foster Youth is currently 14 in Merced County, 13 of which are actively engaged with the Foster Youth Services Coordinating Program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,061,710	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.43%	1.62%	\$209,483.36	10.04%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Our local STAR 360 assessment overall and disaggregated data in the metrics section show the need to address low rates of academic growth amongst our English Learners and Socioeconomically Disadvantaged student populations in both reading and mathematics. In order to address this need, we will implement actions 2, 5, and 6 in Goal 1. We feel these actions need to be continued into year 2 because the metrics in our previous year have provided us with limited data to determine if the actions were effective. We have limited results in our statewide assessment metric data due to unavailable scores for Spring 2021 and limited data sets for our student populations. We will continue to include additional metrics to be able to disaggregate data for our unduplicated student groups. We began collecting and analyzing STAR 360 data in the 2020/21 school year. From the 2020/21 to the 2021/22 school year, we made slight gains in reading and math. Our ELs and socioeconomically disadvantaged students had a slight decrease in reading and a slight increase in math. The results can be found in the metrics section. We also added the English 3D EL Reading Inventory as a metric to measure academic growth for our English Learners. Staff will continue to receive professional development and collaboration time for the implementation of Common Core State Standards-aligned instruction and we will continue to use local assessments and the interim assessments to assess student progress and target instruction. We will employ supplemental support staff to provide individualized and small group tutoring and staff to support student access to learning, principally directed to these student populations. Students will be identified for these supports based on multiple measures. We expect these continued actions will help achieve the desired outcomes of the metrics chosen. The metrics will continue to determine the effectiveness in meeting Goal 1.

Through the LCAP survey, one to one interviews, the Local Indicator survey with educational partners, and the disaggregated graduation rate data, we learned that students in our English Learner and Foster Youth population are reporting the need for social-emotional wellness, physical wellness, and the need to build relationships with their peers and staff as well as the need for academic supports. Students also identified the top reason for not attending or engaging in school was due to being ill. The survey and interview results can be found in the educational partner engagement section and the graduation rate in the metrics. The LEA identified the importance of addressing needs in the area of professional development and resources for wellness and in offering student support and developed Goal 2, Action 2, and 5. Action 2 will provide workshops and a social-emotional learning curriculum, so staff and students can work on coping skills to build student resiliency. Action 5 will provide counseling through student advocates, tutoring by instructional assistants, youth engagement specialists, and mentoring services by CalSoap, as well as a program that provides on-site medical visits and nurses for students to get the care they need without leaving school. Action 2 and Action 5 were continued from our previous 2021/22 LCAP. We feel these actions need to continue since they have been effective in meeting this goal after a review of our local survey data where educational partners reported an overall 10% increase in school safety and connectedness. Our metrics of suspension rate, graduation rate, responses to the local climate survey, and interest and demand for field trip opportunities and extracurricular activities will continue to determine the effectiveness of these actions. After a review of our Chronic Absenteeism rates (in the metrics section), we determined that our low-income and English Learners have a higher rate of chronic absenteeism than all students. We also reviewed educational partner feedback in our LCAP surveys specifically asking if decreasing chronic absenteeism should be a priority for our school. The consensus from the surveyed groups was that attendance improvement should be a focus. In the Local Indicators survey, a high % of EL students responded with not looking forward to participating in schools. The detailed results for both surveys are in the educational partner engagement section. In order to address this continued need, focus Goal 3 will continue into year two as well as contributing actions 2, 3, and 5. Action 2 establishes and implements a referral system for tiered interventions and student supports, Action 3 engages students with high-interest activities and enrichment, and Action 5 will incentivize students and positively recognize them for participating in school. These actions were continued from our previous 2021/22 LCAP. We feel these actions need to be continued based on our review of local survey data and local attendance data plan which shows us at an improved, yet high rate of absences for the fall semester. Our metrics of P2 attendance rate, Chronic Absenteeism rate, our local attendance data plan review, and % of SART team meetings held will determine the effectiveness of these actions. Based on available local data, resources we have, programmatic and fiscal impact, and the student populations we serve, we have determined it is best to provide these services to all of our students on an LEA wide basis.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Many low-income, English Learners, and foster youth experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability, and significant mental health issues. As a result, MCOE prioritizes the needs of this student population by considering their greater needs and circumstances. The actions, services, supports, and strategies included in the plan are research-based, best practices which are proven to be effective in meeting the social-emotional, academic, and behavioral outcomes for unduplicated student groups. The actions described above are expected to improve and increase services and outcomes for our unduplicated student population by providing resources to support the whole child, removing barriers to attending school, providing access to coursework, which increases success after high school and will effectively meet the MPP % required.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Merced COE did not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,409,934.12	\$648,396.34		\$622,923.03	\$6,681,253.49	\$6,211,738.51	\$469,514.98

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology Plan	All				\$86,201.94	\$86,201.94
1	1.2	Professional Development	English Learners Foster Youth Low Income	\$104,172.55				\$104,172.55
1	1.3	Individual Student Progress Monitoring	All Students with Disabilities	\$19,467.36			\$38,933.63	\$58,400.99
1	1.4	Supplemental Curriculum	English Learners				\$10,799.00	\$10,799.00
1	1.5	Formative and Benchmark Assessments	English Learners Foster Youth Low Income	\$14,038.70				\$14,038.70
1	1.6	Supplemental Staff	English Learners Foster Youth Low Income	\$1,567,344.58	\$58,416.72		\$269,543.04	\$1,895,304.34
1	1.7	Career Technical Education	All	\$321,810.20				\$321,810.20
1	1.8	Individualized Learning	Students with Disabilities	\$231,665.55	\$133,138.71			\$364,804.26
2	2.1	Build a Positive School Culture Advocating Student Leadership	All	\$5,399.50				\$5,399.50
2	2.2	Professional Development & Resources	English Learners Foster Youth Low Income	\$28,766.10			\$3,952.43	\$32,718.53

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Multi Tiered System of Support	All	\$17,941.46	\$43,217.60			\$61,159.06
2	2.4	Parent Education	All				\$10,799.00	\$10,799.00
2	2.5	Student Supports	English Learners Foster Youth Low Income	\$314,053.28				\$314,053.28
2	2.6	Safe School Environment	All	\$295,349.41			\$87,813.15	\$383,162.56
3	3.1	Parent Communication	All	\$8,639.20				\$8,639.20
3	3.2	Tiered Interventions & Supports	English Learners Foster Youth Low Income	\$38,876.40				\$38,876.40
3	3.3	High Interest Activities	English Learners Foster Youth Low Income	\$16,198.50			\$10,799.00	\$26,997.50
3	3.4	Incentives and Recognition	English Learners Foster Youth Low Income	\$25,917.60			\$6,479.40	\$32,397.00
3	3.5	Data Analysis	All	\$7,123.02				\$7,123.02
4	4.1	Highly Qualified Staff	All	\$2,350,691.76			\$27,408.94	\$2,378,100.70
4	4.2	Curriculum & Instruction	All	\$5,399.50			\$70,193.50	\$75,593.00
4	4.3	Triennial Plan for Expelled Youth	All	\$37,079.45				\$37,079.45
4	4.4	Identification of Foster Youth	Foster Youth		\$140,788.72			\$140,788.72
4	4.5	Transportation Services	Foster Youth		\$14,079.74			\$14,079.74
4	4.6	LCAP Oversight and Support	Foster Youth		\$14,079.74			\$14,079.74
4	4.7	Foster Youth Support Services	Foster Youth		\$56,314.63			\$56,314.63
4	4.8	Coordination of Services with Educational Partners	Foster Youth					\$0.00
4	4.9	Professional Development and Support	Foster Youth		\$188,360.48			\$188,360.48

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$12,601,302	\$1,061,710	8.43%	1.62%	10.04%	\$2,109,367.71	0.00%	16.74 %	Total:	\$2,109,367.71
								LEA-wide Total:	\$1,756,438.03
								Limited Total:	\$0.00
								Schoolwide Total:	\$352,929.68

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,172.55	
1	1.5	Formative and Benchmark Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,038.70	
1	1.6	Supplemental Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,567,344.58	
2	2.2	Professional Development & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,766.10	
2	2.5	Student Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Atwater, Valley Los Banos, Valley Merced	\$314,053.28	
3	3.2	Tiered Interventions & Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Atwater, Valley Los Banos	\$38,876.40	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Valley Merced		
3	3.3	High Interest Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,198.50	
3	3.4	Incentives and Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,917.60	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,224,500.99	\$5,876,123.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Plan	No	\$32,840.75	173087.61
1	1.2	Professional Development	Yes	\$4,317.60	7291.84
1	1.3	Individual Student Progress Monitoring	No	\$44,221.94	55856.46
1	1.4	Supplemental Curriculum	No	\$8,095.50	18303.73
1	1.5	Formative and Benchmark Assessments	Yes	\$14,032.20	13816.32
1	1.6	Supplemental Staff	Yes	\$2,620,328.00	1,686,621.60
1	1.7	Career Technical Education	No	\$528,906.00	294663.07
1	1.8	Individualized Learning	No	\$246,599.00	350610.71
2	2.1	Build a Positive School Culture Advocating Student Leadership	No	\$16,191.00	2531.67
2	2.2	Professional Development & Resources	Yes	\$5,181.00	32704.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Multi Tiered System of Support	No	\$2,591.00	15343.02
2	2.4	Parent Education	No	\$10,794.00	428.98
2	2.5	Student Supports	Yes	\$195,274.00	301835.3
2	2.6	Safe School Environment	No	\$286,597.00	368254.54
3	3.1	Parent Communication	No	\$10,301.00	8178.73
3	3.2	Tiered Interventions & Supports	Yes	\$45,641.00	34803.81
3	3.3	High Interest Activities	Yes	\$107,940.00	23356.56
3	3.4	Incentives and Recognition	Yes	\$21,588.00	27983.39
3	3.5	Data Analysis	No	\$3,678.00	6845.68
4	4.1	Highly Qualified Staff	No	\$2,499,288.00	2098662.77
4	4.2	Curriculum & Instruction	No	\$80,955.00	72400.53
4	4.3	Triennial Plan for Expelled Youth	No	\$26,985.00	35669.42
4	4.4	Identification of Foster Youth	No	\$140,724.00	121100.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Transportation Services	No	\$14,073.00	12110.00
4	4.6	LCAP Oversight and Support	No	\$14,073.00	12110.00
4	4.7	Foster Youth Support Services	No	\$56,289.00	48440.02
4	4.8	Coordination of Services with Educational Partners	No	\$0.00	0
4	4.9	Professional Development and Support	No	\$186,997.00	53114.04

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,622,212	\$3,014,301.80	\$1,412,728.64	\$1,601,573.16	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	\$4,317.60	5834.65		
1	1.5	Formative and Benchmark Assessments	Yes	\$14,032.20	0		
1	1.6	Supplemental Staff	Yes	\$2,620,328.00	1,371,472.78		
2	2.2	Professional Development & Resources	Yes	\$5,181.00	0		
2	2.5	Student Supports	Yes	\$195,274.00	2988.76		
3	3.2	Tiered Interventions & Supports	Yes	\$45,641.00	16482.24		
3	3.3	High Interest Activities	Yes	\$107,940.00	1047.50		
3	3.4	Incentives and Recognition	Yes	\$21,588.00	14902.71		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$12,943,708	1,622,212	0	12.53%	\$1,412,728.64	0.00%	10.91%	\$209,483.36	1.62%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

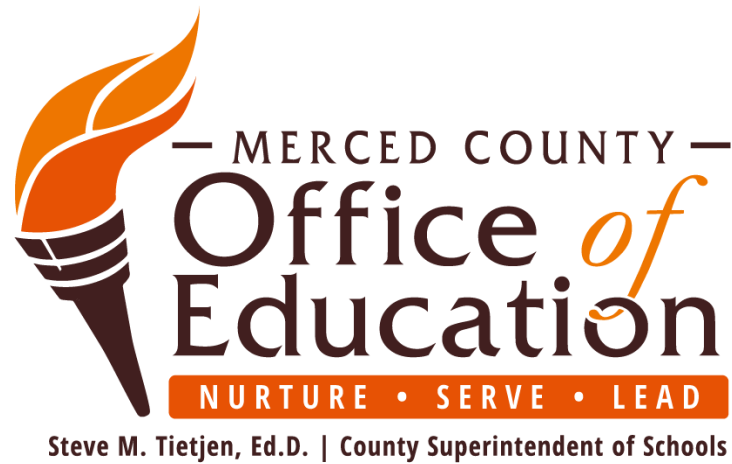
LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



2021-2022 Merced County Office of Education Annual Report On Differentiated Assistance

Summary

The Merced County Office of Education Superintendent of Schools will support all districts and schools within Merced County by:

- Bringing district teams together for shared learning to understand gaps and underlying causes.
- Embedding continuous improvement process into all learning networks, that include Superintendents, Assistant Superintendents, Principals, Coaches, etc.
- Providing curriculum framework training for all content areas.
- Curriculum Learning Network- district teams are invited to come to five learning sessions that focus on Curriculum, Instruction and Assessment, as they apply to Program, Process, and Policy.
- Categorical/English Learner Network- district teams are invited to come to five learning sessions that focus on State & Federal Programs, Processes, and Policies as they apply to Curriculum, Instruction, and Assessment.
- Targeting professional learning opportunities towards the needs of districts, in helping them identify promising practices.
- Offering Differentiated Assistance learning cycle to all school districts.
- Clustering districts by size because of resources and needs.
- Facilitating small district professional learning networks through our CO-OP Agreement.
- Identifying and assigning appropriate personnel for Level 1 technical assistance/support.

The Merced County Office of Education Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)

- Supporting districts with at least ten full days of support in a cohort or site-based model.
 - Five days for doing an Improvement Science Cycle- Dashboard Analysis, Local Measures Analysis, LEA-Self Assessment, Root Cause Analysis, and AIM Statement/Driver Diagram.
 - Five days of individualized support through an identified Problem of Practice (POP) run through a Plan Do Study Act (PDSA) cycle.
- Assisting districts with their action plan (LCAP) for the implementation of PDSA cycles based on understanding their system.
- Providing coaching support to help the district monitor and evaluate their action plan (LCAP).
- Providing support during a year-long process from dashboard to dashboard facilitated by the Continuous Improvement Program Team.
- Helping create liaisons between departments and programs that provide specific support services, in addition to providing content specialists expertise.
- Providing districts with Improvement Science learning opportunities internally through MCOE and/or externally supported through the Carnegie Foundation.

The following plan to support districts in implementing LCAPs adheres to the provisions/requirements of [Ed Code 52066](#).

District(s) Eligible for Technical Assistance	Differentiated Assistance Provided by COE	Actions Taken Independently
Dos Palos-Oro Loma Gustine Unified Los Banos Unified Merced City Elementary	<ul style="list-style-type: none"> • Identification of Strengths and Deltas • Local Measures Analysis • LEA Self-Assessment • Root Cause Analysis • AIM Statement • Driver Diagram • Support LEAs with Actions taken independently 	<ul style="list-style-type: none"> • Implementation of change ideas based off LEA's own AIM Statement/Driver Diagram • PDSA cycles • Data collection (Local Measures) • Alignment of LCAP Goals with DA learning cycle

Goal One: Approve all LCAPs.

Component	Objective	Metric	Action
LCAP Support <i>Completing the review of LCAPs submitted by school districts</i> [Ed Code 52070]	1. Provide all districts with technical support and feedback on initial drafts prior to their LCAP Public Hearing.	1. All districts attend technical assistance meetings. 2. LCAPs pre-approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget.	A. Hold initial technical assistance meetings with district leaders by May 1, 2021. B. Provide in-person and/or virtual technical assistance sessions for district leaders to attend and ask questions regarding LCAP components and requirements. C. Provide "Lunch & Learn" capacity building on different LCAP topics, specifically for LCAP authors and teams, i.e. for veteran or new LCAP authors. D. Review LCAP drafts and provide feedback between May - June 2021.
	2. Provide ongoing informational updates and training to superintendents and other school/district leaders related to LCAPs, State	1. Survey district leaders to measure the level of effectiveness of support and information.	A. Agendize LCAP items/updates for Superintendent Meetings, Curriculum Leadership Network (CLN), Categorical/English Learner Network, and Business Services Leader Meetings. B. Provide professional learning opportunities focused on State and

	Priorities, and student groups.		<p>Local Indicators and LCAP template components, i.e. Annual Update, etc.</p> <p>C. Provide timely information for schools and districts through the State & Federal Programs Monthly Update Newsletter.</p>
	3. Complete review and approval of all LCAPs.	1. All LCAPs approved and uploaded to the county webpage by September 15th.	<p>A. The Review Board approves LCAPs in June, July and August, and works with district leaders to ensure that all LCAPs are approvable by the County Superintendent.</p> <p>B. LCAP Review Criteria</p> <ul style="list-style-type: none"> a. The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 and follows any instructions or directions for completing the template that are adopted by the state board. b. The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board of the school district, based on the projections of the costs included in the plan. c. The local control and accountability plan or annual update to the local control and accountability plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the

			basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.
--	--	--	--

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.

Component	Objective	Metric	Action
Technical Assistance <i>Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.</i> 1. When the County Superintendent does not approve an LCAP. 2. When a district requests support; and/or when a district fails to improve student	1. Support districts with initial data analysis and identification of strengths and deltas.	1. Review of the Greatest Progress, Greatest Needs, and Performance Gaps sections of LCAPs. 2. District progress on the CA Dashboard.	A. Work with district leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. B. Director of Continuous Improvement and designated staff compile district Dashboard data to analyze and evaluate progress. C. Provide targeted professional development on CA Dashboard Analysis and other district identified needs.
	2. Support districts with systems analysis and identification of systems level strengths and deltas.	1. Review of local data. 2. LEA Self-Assessment results.	A. Work with district leaders to review and analyze local data/measures. B. Provide district leaders with support on conducting LEA Self-Assessment protocols to identify systems level strengths and deltas.
	3. Support districts with identifying a	1. Completion of root cause analysis tools.	A. Work with district leaders to identify causes using Improvement Science tools (i.e. Cause/Effect Diagram,

<p><i>achievement across more than one state priority for one or more student groups.</i></p>	<p>problem of practice and completing a root cause analysis.</p>	<p>2. Alignment of LCAP goals to root cause analysis.</p> <p>3. Completion of the identification of a problem of practice.</p>	<p>Force Field Analysis, AIM Statement & Driver Diagram, etc.).</p> <p>B. Introduce the Continuous Improvement Cycle to districts to determine root causes.</p> <p>C. Work with district leaders to draft LCAP goals that align to root causes.</p> <p>D. Build the capacity of district DA/Improvement teams, so that they can monitor and evaluate their own system.</p>
	<p>4. Support districts with a synthesis of findings and action planning.</p>	<p>1. Alignment of LCAP actions and services to the identified problem of practice.</p> <p>2. Alignment of Demonstration of Increased or Improved Services for Unduplicated Pupils to the identified problem of practice.</p> <p>3. Surveys from differentiated assistance districts measuring their satisfaction and the effectiveness of the improvement process.</p>	<p>A. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes.</p> <p>B. Provide district leaders with tools to identify change ideas that address root causes and achievement gaps, which in turn are memorialized as actions, services, and goals within an LCAP and in other planning documents.</p> <p>C. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.</p> <p>D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.</p> <p>E. The Director of Continuous Improvement will meet regularly with district Differentiated Assistance/Improvement teams to provide support for monitoring and evaluating district PDSA cycles of learning that are tied directly to the district's AIM Statement/Driver</p>

			<p>Diagram. COE staff and district team will share successes and possible challenges with implementation, review data, and determine next steps.</p> <p>F. MCOE team provided DA technical assistance to all four districts in DA-Dos Palos Oro-Loma Joint Unified School District, Gustine Unified School District, Los Banos Unified School District, and Merced City Schools District. This was done through an Improvement Science Course/CoP model facilitated by Laura Andrews (State & Federal Programs Coordinator), Emily Tietjen (Mathematics Coordinator), and Francisco Romo (Continuous Improvement Director).</p>
--	--	--	---

Goal Three: Provide support to all districts in implementing their LCAP.

Component	Objective	Metric	Action
<p>Other Support</p> <p><i>Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.</i></p>	<p>1. Refine and align professional development offerings around academic, behavioral and social emotional student outcomes.</p>	<p>1. Attendance at professional development offerings.</p> <p>2. Evaluations/ surveys will be provided following each professional development.</p>	<p>A. Continuous Improvement and Special Education Local Plan Area (SELPA) staff provide professional development that aligns with district LCAP plans (This was done through the scheduled LCAP Workshops and the Categorical/English Learner Networks).</p> <p>B. The Director of Leadership and Systems and SELPA staff will provide professional development related to behavioral and social-emotional outcomes (This was done through</p>

		3. Contracted work that aligns to LCAP Goals.	<p>the SEL CoP and SELPA offerings.)</p> <p>C. The Director of Leadership and Systems and designated staff will provide professional development related to MTSS .</p> <p>D. Educational Services and SELPA staff will collaborate to provide integrated professional development opportunities to address district needs.</p>
	2. Provide opportunities for school and district leaders to network and learn together.	<p>1. Attendance at Site Administrator Network Meetings.</p> <p>2. Attendance at Curriculum & Instruction Leadership Meetings (CLN).</p> <p>3. Attendance at Categorical/English Learner (CAT/EL) Network Meetings.</p>	<p>A. Provide bi-monthly opportunities for District Curriculum & Instruction Leaders to come together and provide opportunities for districts to share problems of practice, best practices, and receive feedback from others through a peer review/critical friends format.</p> <p>B. Reserve time in the Categorical/EL Network meetings for state and local updates related to curriculum, instruction, accountability, and assessment, as well as structured opportunities to share best practices and learn from each other.</p> <p>C. The Director of District Support will provide coaches for site and district leadership as part of the CSLA grant.</p>
	3. Provide district leaders with opportunities to understand and apply the continuous improvement framework and tools.	<p>1. Attendance at continuous improvement professional development.</p> <p>2. Implementation surveys for professional learning opportunities.</p>	<p>A. Provide professional development on/and spotlight continuous improvement strategies during bi-monthly CLN and Categorical/EL Network Meetings.</p> <p>B. Provide schools and districts with a systematic continuous improvement training series, i.e. Improvement Science Foundations Course.</p> <p>C. Model and practice the use of Continuous Improvement resources and tools in CLN and CAT/EL</p>

		3. Continuous improvement evidence and artifacts.	Networks. D. Provide opportunities for district leaders to share Continuous Improvement Practices and Processes utilized in their districts at bi-monthly CLN and CAT/EL Network meetings.
	4. Assist districts in implementing and monitoring impact of actions identified in their LCAP.	1. Review of District Annual Updates. 2. District progress on the CA Dashboard.	A. The LCAP Lead and LCAP Review Team will review district Annual Updates. B. The LCAP Lead will be in contact with districts throughout each month, as the key contact for this work, asking for ongoing input. C. Review district progress on the CA Dashboard.

Collaboration

The Merced County Superintendent of Schools will collaborate with the CCEE, the California Department of Education (CDE) and other county superintendents (CCSESA) to support school districts and schools within the county implementing LCAPs in the following ways:

Actions	CCEE	CDE	CCSESA
Merced County Superintendent of Schools participates in quarterly CCSESA meetings.	X	X	X
The Assistant Superintendent, C&I, and Director, Continuous Improvement and Support, meet monthly with Region 7 C&I leaders.			X
The Assistant Superintendent, C&I, and Director, Continuous Improvement meet bi-monthly with C&I leaders across the state at Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X
The Assistant Superintendent, Ed Services, is a member of the CISC Assessment and Accountability Subcommittee.		X	X
The Assistant Superintendent, C&I, serves as a CCEE Content Library Review Team Lead.	X		
The Director, Continuous Improvement, and/or		X	

Coordinator, Assessment and Accountability, attend State and Federal Program Meetings.			
--	--	--	--

Budget - COE

Differentiated Assistance & LCAP Support Plan	2021-2022 Estimated Costs
Certificated Staff - salaries and benefits	810,000
Classified Staff - salaries and benefits	90,000
Supplies, Travel, PD	100,000
Total Estimated Cost	1,000,000

Merced County Board of Education

Geneva Brett, Chairperson
Frank Fagundes, Vice Chairperson
Fred Honoré, Member
Dennis Hanks, Member
Chris Chavez, Member



**RESOLUTION OF THE BOARD OF EDUCATION OF THE
MERCED COUNTY OFFICE OF EDUCATION**

**STATE BUILDING FUNDS APPLICATION
PROJECT LOCATION: DOS PALOS BRYANT MIDDLE SCHOOL**

Resolution No. 2022-25

WHEREAS, the Merced County Office of Education (“MCOE”) has determined that school facilities operated by the MCOE, within Merced County, need to be constructed; and

WHEREAS, the State Allocation Board (SAB) has established an “Applications Received Beyond Bond Authority List” for projects that have been received; and

WHEREAS, MCOE has determined to apply to the State School Building Program for State funds; and

WHEREAS, Steve M. Tietjen, County Superintendent and Janet Riley, Assistant Superintendent, are designated as Representatives of the MCOE and are hereby authorized and directed to file, on behalf of the MCOE, a funding application with the State Allocation Board; and

WHEREAS, the MCOE agrees to pay its match of the total costs of the project, unless the MCOE qualifies for financial hardship funding, of which the MCOE may only have to pay a portion or none of its share; and

WHEREAS, the MCOE certifies that the exact plans and specifications (P & S) for the project will be approved by Division of the State Architect (DSA) and California Department of Education (CDE) prior to requesting final apportionment; and

WHEREAS, the Merced County Board of Education (“County Board”) pursuant to title 2, Code of California Regulations section 1859.95.1 the County Board hereby acknowledges the following:

1. The MCOE acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this application;
2. The MCOE acknowledges that the State of California is not expected nor obligated to provide funding for the project and the acceptance of the application does not provide a guarantee of future State funding;
3. The MCOE acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted;
4. The MCOE acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The MCOE’s approved application may be returned;

5. The MCOE acknowledges that they are electing to commence any pre-construction or construction activities at the MCOE's discretion and that the State is not responsible for any pre-construction or construction activities;
6. The MCOE acknowledges that, if bond authority becomes available for the County Board to provide funding for the submitted application, the MCOE must apply for financial hardship status.

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

- Section 1. That the above recitals are true and correct.
- Section 2. The County Superintendent of Schools or the Assistant Superintendent of Business Services are authorized and directed to file, on behalf of the MCOE, a funding application with the State Allocation Board; and to take all other steps necessary or convenient to complete necessary reports until completion of the project.
- Section 3. This Resolution shall take effect immediately upon its adoption.

ADOPTED, SIGNED AND APPROVED this 21st day of June 2022

Geneva Brett, Chairperson
Merced County Board of Education

I, Steve M. Tietjen, Clerk of the Governing Board of the Merced County Office of Education, do hereby certify that the foregoing Resolution was adopted by the Merced County Board of Education of said County Office at a meeting of the Merced County Board of Education held on the 21st day of June 2022, and it was so adopted by the following vote:

AYES: _____ NOES: _____ ABSTAIN: _____ ABSENT: _____

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

Merced County Board of Education

Geneva Brett, Chairperson

Frank Fagundes, Vice Chairperson

Fred Honoré, Member

Dennis Hanks, Member

Chris Chavez, Member



Resolution No. 2022-26

**DETERMINING HOW THE MONEY RECEIVED FROM
THE EDUCATION PROTECTION ACCOUNT (2022-2023)
ARE SPENT AT THE MERCED COUNTY OFFICE OF EDUCATION**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting December 31, 2018), and Proposition 55 Article XII, Section 36 to the California Constitution effective November 8, 2016 (commenced January 1, 2019); and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Assistant Superintendent of Business Services shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36; and

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of June 21, 2022;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Merced County Office of Education has determined to spend the estimated monies received from the Education Protection Act as attached.

Dated: **June 21, 2022.**

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

Board Member – **Geneva Brett**, Chairperson

Board Member – **Frank Fagundes**, Vice Chairperson

Board Member – **Fred Honoré**

Board Member – **Dennis Hanks**

Board Member – **Chris Chavez**



Budget

Fiscal Year 2022-2023

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

Public Hearing
June 13, 2022

Merced County Board of Education

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

Geneva Brett	Chairperson
Frank Fagundes	Vice Chairperson
Christopher Chavez	Member
Frederick Honore'	Member
Dennis Hanks	Member

2022-23 Budget Report
Fiscal Year July 1, 2022 – June 30, 2023
Public Hearing June 13, 2022

2022-2023 Adopted Budget

Merced County Office of Education

June 13, 2022

Table of Contents

Executive Summary	1
Budget Summary by Department	4
Narrative Departments / Programs	5
Budget Assumptions	22
County School Service Fund Budget Form 01	23
Charter School Fund Summary.....	32
Charter School Fund Form 09.....	33
Special Education Fund Summary.....	40
Special Education Pass-Through Budget Form 10.....	41
Adult Education Fund Summary	46
Adult Education Fund Form 11	47
Child Development Fund Summary.....	53
Child Development Fund Form 12	54
Special Reserve Fund Other Than Capital Outlay Summary	60
Special Reserve Fund Other Than Capital Outlay Form 17	61
Special Reserve Fund Postemployment Benefits Summary.....	65
Special Reserve Fund Postemployment Benefits Form 20.....	66
County School Facilities Fund Summary	70
County School Facilities Fund Form 35	71
Average Daily Attendance Form A	77
County Office of Education Certification Form CB.....	80
Workers' Compensation Certification Form CC	83
Multiyear Projection Form MYP.....	84
Criteria and Standards Review Form 01CS.....	94
Technical Review Checks	121

EXECUTIVE SUMMARY

The Merced County Office of Education (MCOE) budget is based primarily on information contained in the Governor's 2022-23 Budget Proposal presented on January 07, 2022 and his 2022-23 May Budget Revision released on May 13, 2022. The main sources MCOE relies on for interpretation of the Governor's Budget Proposal and May Revision are School Services of California (SSC), the California Association of School Business Officials (CASBO), Capitol Advisors Group, Ball/Frost Group, LLC, California Department of Education (CDE), California Department of Finance (DOF) and the Legislative Analyst Office (LAO).

Governor's May Revision

In Governor Newsom's statement of the May Revision, he wrote, "Backed by a robust surplus and grounded in our unshakable values, we're paving the California Way forward to prosperity and progress for all." The revised budget invests billions to support the Governor's California Way Forward Plan, as well as projects a \$97.5 billion surplus. It reflects a significantly upgraded revenue forecast due to recent cash trends and improvement in key economic indicators. However, it was finalized before the recent declines in the stock market and has become more uncertain given Russia's war on Ukraine, high rates of inflation, and anticipated actions by the Federal Reserve to raise interest rates.

The May Revision reflects \$37.1 billion in budgetary reserves. These reserves include: \$23.3 billion in the Proposition 2 Budget Stabilization Account (Rainy Day Fund) for fiscal emergencies; \$9.5 billion in the Public School System Stabilization Account; \$900 million in the Safety Net Reserve; and \$3.4 billion in the state's operating reserve. The Rainy Day Fund is now at its constitutional maximum (10 percent of General Fund revenues) requiring \$476 million to be dedicated for infrastructure investments in 2022-23. Over the multi-year forecast period, the May Revision reflects \$4 billion in supplemental deposits into the Rainy Day Fund above what is constitutionally required.

Proposition 98 K-14

Adopted by state voters in 1988, Proposition 98 (Prop. 98) sets in the State Constitution a series of complex formulas that establish the minimum funding level for K-12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less.

The May Revision projects the Prop. 98 guarantee at \$93.7 billion in 2021-22. The Guarantee continues to be in a Test 1 for all years 2020-21 through 2022-23. This means that the funding level of the Guarantee is equal to approximately 38 percent of General Fund revenues, plus local property tax revenues. The significant increase in revenues projected for 2020-21, 2021-22, and 2022-23 results in a corresponding increase in resources for K-14 schools. Proposition 98 is estimated to be \$96.1 billion in 2020-21, \$110.2 billion in 2021-22, and \$110.3 billion in 2022-23, representing a three-year increase in the minimum Guarantee of \$19.6 billion over the level estimated in the Governor's Budget.

Local Control Funding Formula & Local Control Accountability Plan

The May Revision proposes a LCFF cost-of-living adjustment (COLA) of 6.56 percent. Additionally, to help local educational agencies (LEAs) address ongoing fiscal pressures, staffing shortages, and other operational needs, the May Revision includes \$2.1 billion ongoing Proposition 98 General

Fund to increase LCFF base funding. This discretionary, ongoing increase is an important resource for all local educational agencies to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.

Further, the May Revision includes \$101.2 million ongoing Proposition 98 General Fund to augment LCFF funding for county offices of education, which face similar cost pressures to school districts and charter schools. LCFF for the MCOE replaces unrestricted Revenue Limit funding, restricted Court & Community School Revenue Limit funding and restricted funding received through many categorical programs. For the MCOE, the LCFF target funding amount is less than 16% of our total budgeted operating revenue. The County Office LCFF provides for two grants. The first is a county operations grant for COE operations and countywide services. The second is an alternative education grant for the Court and Community School programs.

MCOE operates two charter schools, Merced Scholars Charter School and Comeback Charter School, both charter schools LCFF will be increased by COLA.

By June 30, 2022, the MCOE and our charter schools will need to adopt **LCAPs** using the LCAP template and expenditures tables approved by the State Board of Education.

Public School System Stabilization Account and Cap on Local Reserves

The Governor outlined increases to reserve accounts, including the Public-School System Stabilization Accounting (Proposition 98 Rainy Day Fund). The reserve amount exceeds 3% of the K–12 portion of the Proposition 98 minimum guarantee, which triggers the statutory cap for fiscal year 2022-23, which limits how much K–12 districts can maintain in their local reserves, with a few exceptions. Under current law, the cap is 10 percent on school district reserves.

Special Education

The 2022-23 budget proposals significantly build on special education funding augmentations and other changes provided over the past three years. The Special Education Base Rate is first increased by the estimated COLA of 6.56%, and then augmented by \$500 million, resulting in a 2022-23 base rate of \$820 (currently \$715) per ADA.

Federal Funding

Federal funding allocated to states for educational purposes continue to flow to LEAs. Funding through the American Rescue Plan (ARP) and the Coronavirus Response and Relief Supplemental Appropriations Act continue to be available for expenditure and obligation throughout 2022-23.

Additional State Funding – not mentioned above

- \$614 million (Prop. 98 “rebenched”) for transitional kindergarten (TK) expansion
- \$3.3 billion in ongoing Prop. 98 funds to mitigate declining enrollment
- \$611 million to maintain meal reimbursement rates at the federal Seamless Summer Option levels
- \$191 million for early childhood education
- Additional \$1.8 billion one-time general fund, for a total of \$4 billion to support the School Facilities Program
- \$1.8 billion (one-time Prop. 98) for deferred maintenance
- \$1.5 billion (one-time Prop. 98) for community schools

MCOE Budget Details

MCOE continues to closely monitor budgeted revenues and expenditures and aligns funding and expenditures to program priorities. The projected deficit spending since MCOE's 2021-22 2nd Interim budget has increased by \$4.6 million. MCOE uses beginning fund balances for one-time expenses including facility maintenance projects and information technology devices.

Health and Welfare rates have experienced a 2-digit percentage increase year-over-year up until 2015-16. Over the next few years, the rate increased, while remaining in the single digits. In 2019-20 range of change increased to 6% to 9%. In 2021-22 and 2022-23, the Merced area rate of change increased only slightly by 1% to 4%. MCOE has a hard cap for the employer paid portion of their health and welfare benefits.

Contract negotiations between MCOE and Merced County Office Teachers Association (MCOTA), which represent certificated staff are settled for 2022-23 and 2023-24.

The negotiations with California School Employees Association (CSEA), are settled for 2022-23 and 2023-24.

In addition, MCOE and CSEA 856 A&B, representing Head Start certificated and classified staff in are currently negotiating a monetary settlement for 2022-23.

For the planning and preparation of the 2022-23 budgets, we have used the best-known information available to us at the time of compilation. The majority of the MCOE budget was prepared using the Governor's January Budget proposal and some aspects of his May Revision. The constitutional deadline for legislators to pass a State Budget is June 15th. A review of this budget will be conducted after the impact of the State Budget is known. A complete update of these changes will be reported during our 1st Interim reporting process.

**Merced County Office of Education
Resource Summary
Adopted Budget
Fiscal Year 2022-2023**

6/3/2022

Operating Funds 01, 09, 11, 12

	Beg Balance	Revenue	Expense	End Balance
BOARD & SUPERINTENDANT				
Board & Superintendent	-	764,230	764,230	-
Communication Dept & Other	452,311	1,142,702	1,275,633	319,380
TOTAL	452,311	1,906,932	2,039,863	319,380
BUSINESS SERVICES & HR				
Internal Support		461,656	10,723,919	301,388
-Indirect Charges			(10,563,651)	
Maintenance & Operations	283,198	1,158,634	4,775,425	280,579
-M & O Allocations			(3,614,172)	
District Business Services		4,717,466	4,717,466	-
MCOE Other & Debt Service	6,285,574	1,791,462	2,050,169	6,026,867
TOTAL	6,568,772	8,129,218	8,089,156	6,608,834
EDUCATIONAL SERVICES				
After School Program ASES	24,712	5,922,360	5,922,360	24,712
Charter Schools	415,411	6,136,343	6,201,856	349,898
Juvenile Court & Community Schools	1,613,920	7,901,034	8,923,179	591,775
Adult Education	226,319	1,034,649	1,034,149	226,819
College & Career/ROP	2,550,169	6,688,095	7,277,335	1,960,929
District Support Services	260,945	1,752,456	1,837,325	176,076
ES Other Grants & Contracts	78,948	520,871	599,819	-
Outdoor Education (JLB)	-	1,528,795	1,491,171	37,624
Migrant Services	445,578	9,654,329	10,083,672	16,235
Continuous Improvement	132,574	6,114,893	5,875,383	372,084
Differentiated Assistance	5,000	-	-	5,000
Leadership and Systems	16,154	778,157	778,157	16,154
TOTAL	5,769,728	48,031,982	50,024,405	3,777,304
SPECIAL EDUCATION				
Special Education	1,368,844	28,139,849	29,364,430	144,263
SELPA	-	1,130,453	1,130,453	-
Transportation	-	4,704,459	4,704,459	-
Infant	1,336,793	5,325,545	6,047,023	615,315
Mental Health	770,397	1,213,866	1,213,866	770,397
Sp Ed Other Grants & Contracts	6,464,408	11,880,746	14,412,099	3,933,055
TOTAL	9,940,442	52,394,918	56,872,330	5,463,030
EARLY EDUCATION				
ACCESS	4,901	17,376,620	17,376,620	4,901
Head Start / Early HS / HS Childcare	14,543	20,415,899	20,415,899	14,543
Family Resource Council	68,792	452,979	471,037	50,734
EE Other Grants & Contracts	352,331	4,037,753	4,101,736	288,348
TOTAL	440,568	42,283,251	42,365,292	358,527
TOTAL MCOE	23,171,820	152,746,301	159,391,046	16,527,076

BUDGET NARRATIVE
By DEPARTMENT AND PROGRAM
FISCAL YEAR 2022-23

The Merced County Office of Education (MCOE), as an educational leader of the central valley and trusted community partner, provides innovative and high-quality programs which transform the social and academic achievement of students through collaborative partnerships, accountable leadership, and inspired personnel. The MCOE provides services to twenty school districts with a total K-12 enrollment of approximately fifty-nine thousand students. MCOE operates education programs for special populations of students, and manages many programs with education related objectives.

Services provided to districts include administrative, fiscal, personnel related, technology, educational technology, educational television, curriculum, professional development, leadership training, Education Specialist Intern Program for current Special Education teachers, Multiple Subject Intern Program, Teacher Induction Program (TIP), Clear Administrative Services Credential Program (ADMIN KEYS), Special Education services, Foster Youth Coordinating services, and governmental relations.

Educational programs operated for special populations of students are three-county regional Migrant (Merced, Stanislaus, and Madera), Special Education, Regional Occupational Program, Valley Community School, Juvenile Court School, Workforce Investment Act Youth Programs, Merced Scholars Charter School, Come Back Charter School and Head Start/Early Head Start.

Programs with educational related objectives include child care subsidy programs (for CalWORKS recipients and other financially eligible families), a multitude of child care and workforce support services, a six-county regional California Preschool Instructional Network and Foster Youth Services Coordinating Program (FYSCO), Quality Rating and Improvement System (QRIS). Other education-related grant programs supporting business-education partnerships, the work of the Family Resource Council, California student opportunity and access program (CALSOAP), outdoor school, and an after-school program.

MCOE has a main administrative complex, which house the Superintendent, Human Resources, and other various administrative offices as well as an educational technology center and a print shop. The MCOE operates over 130 sites housing students and staff. The MCOE has an ancillary administrative complex, which houses Information Technology, Maintenance, Operations and Transportation and a warehouse as well as Special Education program staff. MCOE 's purchase and 2019-20 remodel of the 3-story historic Mondo building in downtown Merced culminated into the new MCOE's downtown professional development center. The downstairs include a large training center, historic lobby entrance and the two upper floors include breakout and conference rooms as well as staff offices for Communications, Continuous Improvement, District Services and Leadership and Systems.

BOARD OF EDUCATION AND SUPERINTENDENT

The Merced County Superintendent of Schools (Superintendent) submits MCOE's budget, Local Control Accountability Plan (LCAP), property acquisition, textbook adoptions, media material purchases, and other selected matters to the Merced County Board of Education (Board) for approval. The Board serves as the Appeal Board for student expulsions and inter-district attendance denial appeals. The Board serves as the Virginia Smith Board of Trustees that oversees and manages a scholarship fund and development and disposition of the 648 acres of property south of the University of California Merced (UC Merced) campus. In 2017 Virginia Smith Trust leased over 500 acres of the land to Forebay Farms, which in turn planted almond trees. The Board also holds one Institutional Trustee designation on the Cyril Smith Scholarship Trust, which administers scholarships to students of the Merced area. The other three Trustees of the Cyril Smith Scholarship Trust are held by an appointed person from the University of Marquette and two attorneys from the San Francisco area.

The Superintendent provides general administrative and executive functions for the organization and employs over 1,300 staff. The Superintendent represents education to the public in Merced County and engages in collaborative efforts to improve education in the central valley. Funding is covered by discretionary Local Control Funding Formula (LCFF) dollars and expenses of the Superintendent are not included in the indirect costs charged to programs.

The **MCOE Communications Department** oversees several distinctly related programs of the MCOE as well as publicity and communications support for the Merced County school districts. Communications manages Special Events, the Office of Public Affairs, Website and Social Media, the Printshop and Merced Educational Television (METV). METV is an award-winning video production program that serves internal and external clients, along with programming and managing the Public Access, Education and Government (PEG) TV stations in Merced County. The educational TV channel, METV broadcasts programming in Merced County through Comcast and AT&T U-Verse, along with a livestream on the MCOE website. METV's video production team creates video, audio, and multimedia content for internal and external clients along with covering student and community events for broadcast on METV and through social media. The Printshop offers full-service print and graphic design services including wide-format printing on paper and vinyl, spiral-bound booklets, NCR forms, business cards and much more. The Office of Public Affairs processes requests for public information, media inquiries and produces the annual education report, the employee newsletter, press releases, news media packages, and content for MCOE's social media on Facebook, Instagram, and Twitter. Special Events coordinates student events such as the Academic Decathlon, Pentathlon, Spelling Bee, Seal of Biliteracy, History Day, Writing Festival, and more. Special Events also include the County Employee Recognition Program-Excellence in Education and Superintendent Events like Annual Education Report and Kickoff.

BUSINESS SERVICES & HUMAN RESOURCES

Internal Support Programs cover human resources and business services provided to MCOE. These services are funded by an “indirect” fee, which is charged to each operational program and is similar to overhead expenses. Indirect covers the duties that are necessary to the continued functioning of MCOE but cannot immediately be associated with the specific programs by an exact expense. They are services that support all MCOE programs.

The **Human Resource (HR)** department reports to the Superintendent. However, they are included in the budget as an internal support program. The HR department administers all HR and labor relations functions. These include personnel services for MCOE employees (includes classified, certificated, management, full-time and part-time). HR processes, MCOE’s health insurance benefits, retiree benefits, Leadership training for MCOE staff. The HR department also handles finger printing services and credentialing services for MCOE as well as the 20 school districts.

The **Business Services** department provides accounting, budgeting, personnel, and information technology services to the various programs of MCOE. Business Services provides to the 20 school districts within Merced County advisory, financial services, payroll processing and technology services. In addition, Business Services, in cooperation with Educational Services, supports the school districts in developing their Local Control Accountability Plans (LCAPs). The County Superintendent of Schools is responsible for the approval of Merced County school districts’ LCAPs.

The **Accounting Services** branch of Business Services manages the overall budgeting and accounting for MCOE’s \$152.7 million plus operating budget. The office disburses payment for the various goods and services of MCOE and in addition posts the receipt of funds. They review proposed purchases and personnel actions to ensure budget control is maintained. The office also prepares the annual budget, first and second interim reports, unaudited actuals and other federal and state financial reports as required.

The **Facilities/Support Services/Transportation** branch of Business Services provides various facility related support functions for MCOE. Services provided include, but not limited to, building and grounds, routine maintenance, student and adult transportation, vehicle maintenance for a fleet of approximately 300 vehicles (vans and cars) and custodial support to the main complex and other MCOE sites in the county. The services are covered primarily from charges to departments using a maintenance and operations and facility upkeep expense allocation method. These services support all MCOE programs, and some services are charged on an as needed basis. The Facilities/Support Services and Transportation branch also includes management of the Purchasing and Warehouse unit. This office procures supplies, equipment, and services for MCOE. Included in these purchases is the yearly Standard School Supply bid for discounted and bulk purchase of standard supply items for MCOE and smaller school districts. They provide record storage, fixed asset inventory management, safety, and environmental compliance.

The **District Business Services** branch of Business Services provides financial advisory services to school districts in the county. The level of service provided depends upon the size of the district and expertise of district business staff. In general, the office provides an oversight and review function of the various district financial programs with general fund budgets ranging from \$1.5 million to \$205.7 million with total expenditures of over \$1 billion. MCOE acts as an intermediary between the state and school districts on financial matters, reviewing and/or assisting districts in report preparation and attendance reporting. Staff performs revenue calculations for all the districts and complete numerous state reports. AB1200 has dramatically increased the oversight responsibility of MCOE, especially during volatile economic periods. All district budgets are formally reviewed and approved three times each fiscal year. Additionally, districts are evaluated on a continuing basis for “going concern” status. Four smaller school districts within the county contract with MCOE to receive business type services.

The **District Services Payroll** branch of District Business Services is responsible for reviewing all payroll transactions, processing supplemental and end-of-month payrolls, preparing and transmitting deposits, financial reports for Federal and State income tax withholding, State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), Federal Insurance Contributions Act tax (FICA), Medicare, State Unemployment Insurance (SUI); facilitating in-service training for district payroll personnel, and providing support to all 20 school districts in Merced County, as well as MCOE’s internal payroll staff. This team issues W-2s for more than 11,800 full-time employees, substitutes, and part-time employees. Total gross payroll in 2021 exceeded \$482 million.

The **Information Technology Services (ITS)** branch of Business Services serves MCOE and the twenty school districts. All school districts in the county rely entirely on MCOE’s on-line, real-time data processing system for budgeting, accounting, and warrant processing. The system also supports a human resource, position control, and credential monitoring system for MCOE and school districts. ITS currently supports both a Local Area Network (LAN) and Wide Area Network (WAN) and is the operational hub of internet access for the districts in the county. MCOE’s website address is www.mcoe.org. Access from this website is available to many other school-related sites. ITS is involved in the E-Rate funding process and provides technology support, cyber-security training, consultation services, firewall services, intrusion detection/intrusion prevention support, data, and voice communication support for MCOE and all the 20 school districts within Merced County.

EDUCATIONAL SERVICES

The Educational Services department is composed of the following programs: Student Programs, College and Career, Migrant Education, District Support Services, Continuous Improvement, and Leadership and Systems.

Student Programs include Valley Community School, Juvenile Court School, Merced Scholars Charter School, Come Back Charter School, ASSETS Expanded Learning Program, and System of School Support for Expanded Learning.

Valley Community School is a Western Association of Schools and Colleges (WASC) accredited educational option for students who are referred by local school districts, parents, and the Merced County Probation Department. There are campuses in Merced, Atwater, and Los Banos. In addition to the campus-based program, an Independent Study program is offered to students in need of an alternative schedule. Valley Community Schools provides a Multi-Tiered System of Support (MTSS) to meet the needs of the whole child for all students. The MTSS addresses academic, behavioral, social-emotional, and basic foundational supports for all students based on need. The curriculum aligns with CA State Standards. Career Technical Education courses and services are provided through the Merced County Regional Occupational Program (ROP) and are available on every campus. Students enrolled in Valley Community Schools have the opportunity to participate and compete in the Academic Decathlon, the Merced County Writing Festival, and the ROP Award of Excellence. To provide a strong foundation for the academic program, a restorative practices model and Positive Behavior and Intervention Support (PBIS) system has been implemented for all Valley Community Schools and programs. A variety of support services are also available for students including college and career advisement services provided by Academic Counselors and Career Technicians; Foster Youth services; crisis intervention services; parenting classes; and other services to ensure students receive the support they need to be successful during and after high school. Valley Community School has implemented 1:1 technology devices for students.

The Juvenile Court School is in operation year-round and operates in the Merced County Juvenile Justice Correctional Complex. A specific course of study is assigned according to each student's individual academic needs. Currently, there is a long-term Academy Camp and short-term Detention Center. The average stay in the classroom for students varies dependent upon their court appointed time in Juvenile Hall. Each classroom contains a maximum of 15 students. The small classes allow students more individualized attention and help to ensure a safe learning environment.

Merced Scholars Charter School is Western Association of Schools and Colleges (WASC) accredited and serves students in grades 6-12 within Merced County as well as adjacent counties. The program is designed for families striving for academic excellence for their students in a personalized learning environment and for a seamless transition into post-secondary education. The program and curriculum are aligned and compliant with all state testing requirements. Students receive instruction from a credentialed teacher within a personalized, one-on-one learning environment. An Individualized Learning Plan (ILP) is established between parent, student, and teacher at the onset of the school year and reviewed regularly to ensure each student's academic, career and post-secondary goals are met. The school also offers a variety of instructional strategies and activities including extracurricular activities related to leadership development, career and college exploration, and enrichment opportunities. A strong partnership with Merced Community College exists to ensure students can also begin college coursework during their high

school program as a means to transfer to a post-secondary institution. Career Technical Education courses and services are provided through the Merced County Regional Occupational Program (ROP). This year, a Dual Language Immersion (DLI) program will be offered in the Spanish and Hmong target languages beginning with grades TK-First. The DLI program is a classroom-based elementary school, eventually serving over 500 students in grades TK-6 at full implementation.

The Come Back Charter School began operations in the fall of 2018 and is an independent study program for students 18 and older. The independent format of study includes flexible hours to accommodate work and day care responsibilities, individualized learning plans with a mix of online course work, presentations and general instructions, college and career readiness programs and counseling services.

The MCOE operates the **After School Student Education: Teamwork for Success (ASSETS) Program**, a collaborative expanded learning program with school districts, and community organizations to coordinate, integrate, and enhance academic and enrichment opportunities for students after school. The ASSETS began in 2006 with 30 sites to 44 sites in 2022. The ASSETS program is committed to providing a safe and enriching after school environment. This year, ASSETS served more than 3,440 students in Merced County.

College and Career programs within ES include, the Regional Occupational Program (ROP), The Regional Occupational Adult Program, The EMPOWER Program, The California Student Opportunity and Access Program (Cal-SOAP), the Foster Youth Services Coordinating Program, and the Phoenix Project.

The Regional Occupational Program (ROP) provides high quality career technical education through a wide variety of specialized courses of which several are UC a-g approved. At the heart of the ROP is the belief that students learn by doing. Many students experience the "real world" by training in the local community. ROP partners with more than 500 local businesses and agencies for on-the-job skills training and experience. Instructional services are provided to youth and adults. ROP has collaborative partnerships with high school districts in Merced County, and with Merced County agencies including Human Services Agency (HSA) and the Workforce Investment Board. Class offerings are based on local and regional industry needs.

All students enrolled in ROP classes create an employability portfolio. Students also have the opportunity to have a one-on-one interview with a businessperson. Career Industry Day, organized within career pathways and offered as a countywide career activity, is organized, and facilitated by ROP teachers and career technicians. Career Industry Day provides opportunities for students to explore local labor market needs and network with local business leaders, as well as with representatives from higher education institutions.

The Regional Occupational Adult Program is accredited by the Council on Occupational Education and is funded primarily through a contract with Human Services Agency (HSA) and the Gateway Adult Education Network. The program serves adult students seeking to gain technical skills to obtain employment. Adult instructors teach the students

employment skills needed to be successful in their career choice. Upon successful completion of a course, students will receive a Certificate of Completion and may also obtain industry recognized credentials.

The EMPOWER Program provides comprehensive, long-term services to low-income, at-risk, out of school youth ages 16-24. The four major themes of the program are 1) improving education achievement, 2) preparation for and success in employment, 3) supportive services, and 4) services intended to develop the potential of youth as citizens and leaders. The program's vision is to empower young adults through self-knowledge of skills, interests, aptitudes, awareness of options, decision-making opportunities, accountability, education, training, and employment.

The California Student Opportunity and Access Program (Cal-SOAP) provides academic tutoring, peer mentoring, college and career technical advisement, college access and admissions counseling, grant application advisement, SAT/ACT test preparation, college tours, and financial aid workshops in order to make education beyond high school accessible to all students throughout Merced County. Cal-SOAP strives to raise the achievement levels of low-income students from geographic regions with documented low-eligibility or college participation rates and those who may be the first in their family to attend college.

Foster Youth Services Coordinating Program (FYSCP) is designed to assist students who are placed in State Licensed Group Homes and Foster Homes. The Foster Youth Services Coordinating Program assists Merced County foster children, and associated agencies and programs, to establish appropriate placements and to coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. The FYSCP also provides school districts, and other foster youth related agencies and programs, with trainings regarding trauma, foster youth educational laws, regulations, and advocacy. The program goals are to stabilize foster care placement and enhance academic success by assisting in the improvement of academic achievement and reducing disciplinary problems, juvenile delinquency, truancy, and student dropout rate.

The **Phoenix Project** is funded by Merced County Probation to provide educational and vocational assessment, career planning, and career technical education for adults referred by Probation.

Migrant Education Program (MEP), Region III, is a federally funded, state operated and authorized program under Title I of the Elementary and Secondary Education Act (ESEA) which was originally authorized in 1965. Since then, the act has been reauthorized several times and has included the Improving America's Schools Act (IASA) of 1994, the No Child Left Behind Act of 2001, and the Every Student Succeeds Act (ESSA) of 2015. Funding for the 2022-2023 school year is based on an estimate based on the higher student counts between 2019-20 and 2020-21 for each category of the MEP funding formula in the counties of Madera, Merced, and Stanislaus.

MCOE receives the grant funding from the California Department of Education/Migrant Education Office, enabling MCOE and districts to enter into formal agreements to provide supplemental instructional and support services to migrant students in the three-county region.

The MCOE Migrant Education funding supports three primary components: Regular School Year School Instruction, Summer School, and Management & Centralized Support Services. Within the management and centralized service component there are seven subsidiary components including: administration, elementary level instructional services, secondary level instructional services, parent participation, preschool services, identification and recruitment and health services.

Migrant Education /Region III distributes the funding allocation through direct funded services which utilizes staff that are employed by MCOE and through a small number of districts who employ their own instructional staff and receive reimbursement for their share of supplemental instructional services. This method allows smaller districts flexibility in providing services to migrant students by co-funding staff and/or providing alternative instructional program services.

Qualifying students from ages 3-21 generate program funding for MEP. This is accomplished through the Identification and Recruitment (I & R) services. Instructional and support services continue to be negotiated with school districts, in accordance with student assessment data, local funding sources, and with an emphasis on serving “Priority for Services” students (students who have failed a state assessment and have had their education interrupted in the last twelve months). Other migrant students are also served based on similar risk factors. Program services to secondary students continue to be a high priority with Migrant Education hiring staff, to provide instructional services and academic counseling to enable migrant students to graduate from high school and seek post-secondary options. Counseling services are provided by Youth Outreach Specialists in each county to out-of-school youth (18–21-year-olds). They assist these youths in obtaining their GED and ultimately re-directing students to enroll into diploma granting alternative programs.

Services for preschool children, ages three through five prepare students for enrollment into kindergarten. Priority is given to those preschoolers who are not enrolled in other preschool services. Additionally, Migrant Education /Region III collaborates with Migrant Head Start services in Madera, Merced, and Stanislaus counties to provide additional site and home base experiences to ensure migrant students are prepared for kindergarten. Through continued augmented funding, the Family Biliteracy Project will serve 20 preschool age children and their families residing in the state operated migrant housing center. The primary goals are to engage the migrant family into the school community, use the family’s first language to teach literacy strategies and provide adult/parenting education.

Migrant Education/Region III and the 30 partnering districts continue collaborating to provide summer instructional services to ensure the success of migrant students. Region III

provides instruction in the summer through a combination of site and home-based models for those students not attending summer school. At the elementary and middle school levels, the region has entered into partnerships with UC Merced and the California State University at Stanislaus to provide summer writing and STEM based academies. At the secondary level, the Region collaborates with Fresno State, Channel Islands and Sacramento State to offer students a residential experience in areas of leadership, performing arts and academic preparation. In addition, for nearly 30 years, the Region has collaborated with Merced Union High School District and the Central Valley Opportunity Center (CVOC) to provide a full day summer school for over 125 students focused on credit recovery along with a robust student leadership and development program. Additionally, 20 secondary migrant students participate in a yearlong civic engagement program that concludes with a one-week residential summer experience in Washington D.C. The Region also participates in the federal Binational Teacher Exchange Program. This program permits the Region to bring six Mexican teachers to the area and serve as team teachers in migrant sponsored summer instructional programs, aid migrant students in the recovery of their cultural values and traditions, and promote parental involvement and engagement at the school sites. For summers of 2019-2022, the program will be postponed due to COVID.

The Region continues to expand services to Migrant students and families. Additionally, the Region is expanding its partnerships by working closer with local agricultural companies in the identification of eligible migrant families, Spanish speaking Radio Stations, local city governments for promotion of MEP services, non-profit agencies providing parent leadership trainings, and more.

The **Continuous Improvement program** and its staff provide support to MCOE and the 20 school districts, through the implementation of the Common Core State Standards (CCSS) for English Language Arts and Mathematics, Next Generation Science Standards (NGSS), and the History and Social Science (HSS) Standards. These standards provide a framework and progression for content that supports student learning through rigorous and relevant instructional opportunities. The implementation of Common Core will ensure students are college and career ready. This shift has directed MCOE's ES' staff in the support of paraprofessionals, teachers, and administrators across the county through ongoing professional development and coaching to meet the demands of this highly complex set of standards and assessments. MCOE staff continues to focus efforts on assistance and support for English Learners, and works closely with schools towards meeting state and federal academic and language proficiency targets. The Continuous Improvement team along with District Support Services works with District Fiscal Services to provide direction and support to Merced County school districts in their planning, writing and approvals of the LCAP. The district Local Control Accountability Plan (LCAP) describes how districts will spend state dollars in eight priority areas as designated by the State of California.

In conjunction with the implementation of the California School Dashboard, the State of California has implemented a statewide system of support designed to provide progressive tiers of targeted assistance to eligible districts and added transparency requirements for Local Education Agencies (LEAs). The MCOE in conjunction with the California

Collaborative for Educational Excellence (CCEE) and the California Department of Education (CDE) are integral components of the statewide system of technical support.

The Continuous Improvement program provides a variety of **Professional Development** opportunities for paraprofessionals, teachers, and school administrators to learn more about their craft and developments in education. The program provides ongoing training, workshops, informational services and school monitoring and accountability services to assist schools in their implementation of California's State Standards, the next generation of assessments, and cycles of continuous improvement. Ongoing coaching and leadership training are provided to support deep levels of implementation of district and state initiatives. The unit also provides teachers and administrators multiple venues for collaboration, communication, and networking in order to support and sustain curriculum and instruction, leadership development and assessments for English Learner students from transitional kindergarten through 12th grade. We are committed to increasing student academic achievement through district, region, and state professional development programs.

The **Educational Technology Center** provides a variety of technology training for district staff to support 21st century teaching and learning. This upcoming year districts will be able to get training in all aspects of Google, Green Screen on the iPad, iMovie, Adobe Illustrator (beginner through manipulating artwork), Adobe InDesign, and Adobe Photoshop. We also offer training on numerous devices including Makey Makey, Ozobot, 3Doodler start, 3Doodler create+, and WeDo 2.0. Support is also provided directly to a district in any aspect of educational technology that is needed to support a district's technology efforts.

State and Federal Program Support and School Improvement assistance is provided to all 20 of the Merced County school districts as well as additional contracted services to the smaller districts. Merced County's school districts range in size from over 10,550 ADA down to less than 100 ADA. Support can include applying for grants as a consortium which allows for economies of scale when the small districts collaborate with the MCOE efforts. When districts in Merced County are required to follow the State and Federal requirements for Local Control Accountability Planning (LCAP), Differentiated Assistance (DA) or Continuous Support and Improvement (CSI), they can contact the Continuous Improvement team for support. Staff can assist districts and schools with a cycle of learning, data analysis, writing or editing site or district plans, provide strategies for implementation and monitoring of their plans, and/or participate in ongoing instructional coaching and classroom visits to ensure effective practices are integrated systemically into district schools.

District Support Services provides support to districts in Merced County and operates programs which enhance the educational experiences of students.

The **Education Specialist Intern Program and the Multiple Subject Intern Program** are two credential programs that allow current Special Education and General Education teachers who have not obtained their credential the opportunity to finish this work.

Courses start with Pre-Service sessions that lead into the actual intern Program. This is a two year program that offers guidance from a mentor as well as a field supervisor. The **Teacher Induction Program (TIP)** is available to all school districts in Merced county and services approximately 130 first- and second-year teachers. The goal of TIP is to develop high-quality teachers who are able to meet the academic learning needs of all TK-12 students. The TIP program provides support and assessment to new teachers through professional development seminars, Mentors, materials, and in-kind district assistance and training. Under the provisions of SB 2042, after completion of the TIP requirements, new teachers are then recommended by the MCOE TIP Program Coordinator for a Clear Credential. The **Education Specialist Intern Program** is a new credential program that allows current Special Education teachers who have not obtained their credential the opportunity to finish this work. Courses start with PreService sessions that lead into the actual intern Program. This is a two-year program that offers guidance from a mentor as well as a field supervisor. The department also has two administrative programs for those who are interested in a pathway to administration. Once a person receives their first administrative job, they are then eligible to join the **Clear Administrative Services Credential Program known as ADMIN KEYS**, which is assisting beginning administrators in their administrative credential.

The **Camp Green Meadows Outdoor School** provides the students of Merced County an opportunity to enjoy the beauty of the Sierras while learning science and life skills through direct experiences in the natural environment of the Sierra National Forest and Yosemite National Park. The curriculum integrates the Next Generation Science Standards into thematic instruction that emphasizes nature. Programs are tailored to the participant grade level from early primary through adult, with fifth and sixth grade students being the most frequently served. Provided in conjunction with the elementary programs are high school leadership programs, professional development for classroom teachers, and a naturalist-internship program. When not providing school programs, the facility provides service and support for a variety of educational, spiritual, and recreational retreats and conferences serving both students and adults of diverse cultures and abilities.

Leadership and Systems assists educational systems that are going through transformational change and are adapting to the diverse needs of the 21st century learners. The support includes Multi-Tiered System of Supports (MTSS); Positive Behavioral interventions Support (PBIS); Social Emotional Learning (SEL); Tobacco-Use Prevention Education Program (TUPE). Leadership and Systems will utilize a variety of resources to address the specific needs for students, teachers, administrators, and districts.

The Leadership and Systems program is committed to providing districts and programs with the highest quality training in the area of leadership. The program supports the following trainings: Leadership Challenge, Cognitive Coaching, Adaptive Schools, Having Hard Conversations, Fierce Conversations, and Individualized Leadership Support.

Health and Wellness helps build a successful foundation that supports students, teachers, and administrators both personally and academically. Leadership and Systems **Health & Wellness (Social Emotional Learning SEL)** supports district and school staff, with social

emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. When we are equipped with social-emotional skills, we are better able to learn and contribute to a positive school and community climate.

SPECIAL EDUCATION

Special Education is specially designed instruction to meet the unique needs of individuals whose educational requirements cannot be met with modifications in the general education classroom. Special education services are available to students who meet the eligibility requirements as being disabled under IDEA from birth to age 22. A continuum of program options is available to meet the needs of individuals with exceptional needs with a focus of providing them in the least restrictive environment.

Growing Relationships Opportunities With support (GROW) is a program for families with infants and toddlers with special needs aged birth to three years, focusing on infant development and parent education. The services are delivered in the natural environment for the child and in the context of the family. Families and staff work together to develop an Individualized Family Service Plan (IFSP) that guides the service delivery for each child and family.

The Comprehensive Preschool Program special day program provides special education services for children three to five years of age who have been identified with disabilities that require intensive specialized academic instruction. Emphasis is placed on the development of language; social emotional, motor, and pre-academic skills through activities and materials that are concrete and relevant to their lives utilizing research-based methodologies and applied behavior analysis. Services are provided one-on-one, two-on-one, in small groups and large groups. Families and staff work together to develop an Individualized Education Program (IEP) that guides the service delivery for each child.

The Preschool Specialist Program (PSP) provides itinerant special education services for children three to five years of age who have been identified with one of the Federal and State defined special education eligibilities. The program is designed to promote a partnership between professionals and families to help meet the child's individual needs and increase future school success. Children are served in the least restrictive environment in a wide variety of early childhood settings.

The Sierra Program provides specialized services for students with an emotional disturbance (ED). This program provides a therapeutic learning environment for students with emotional and/or social development needs. The ED program utilizes a curriculum based on state standards as well as supplemental curriculum, established by the IEP and leading to a certificate of completion or diploma.

The Tiered Academic and Behavior Support Program (TABS) serves children and young adults who have significant developmental delays and whose needs cannot be met solely in regular school program. Classes are located on regular school campuses

throughout the County. Instruction for students attending these programs is specially designed and takes place in the classroom, on the school campus, and in the community. Students receive the benefit of small classes and close supervision along with specialized equipment and technology. Students may participate in recess, lunch, assemblies, and classroom instruction along with the rest of the school's students as appropriate.

Deaf and Hard of Hearing Program provides several educational options to deaf and hard of hearing children in Merced County. Children ages birth to three years are served in our infant program called GROW. Children ages three through twenty-one years of age are served in a special day class or in a regular education setting with itinerant services.

In the **Special Day Classes**, the total communication approach facilitates development of speech, lip reading, listening skills, sign language, and finger spelling. We believe this approach provides each student the opportunity to expand and refine his ability to communicate with hearing as well as deaf persons.

The **Program for students with an Orthopedic Impairments (OI)** provides services to students who have orthopedic impairments such as cerebral palsy, muscular dystrophy, spina bifida, etc., which adversely affect their performance in school can receive assistance from the OI consultant. This may also include evaluation, IEP development, assistive technology information, building accessibility studies, environmental modifications, and teaching strategies to accommodate the student's physical disability.

Related Services provide support to special needs students in the areas of vision, hearing, speech and language, physical education, and guidance. These services are provided to help ensure success within the classroom and must be agreed upon during the student's IEP meeting. The designated instructional services specialist may provide services directly to students, or the specialist may work with the regular classroom teacher, special class teacher, or resource specialist in providing special instruction or adaptations within the student's educational program and environment.

In the Speech, Language or Hearing Impairment Program, speech and language specialists assist a student who has been assessed as having a language or speech disorder, which makes him or her eligible for special education and related services when he or she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his or her educational performance and cannot be corrected without special education and related services.

The **Visual Impairment Program** for the visually impaired serves the unique educational needs of blind or low-vision students in Merced County. Services provided include itinerant (traveling) services, Braille transcribing, and instruction in orientation and mobility.

The **Occupational Therapy Program** is designed to assist students who exhibit difficulty with fine or gross motor skills, visual perceptual skills, orthopedic concerns, or other occupational performance issues. School-based occupational therapy is a support service to a student's educational program to improve a student's ability to function within the school environment in the areas of self-help, work, and play.

Adapted Physical Education is a diversified program of developmental gross motor activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not safely and/or successfully engage in unrestricted participation in the general physical education program.

Special Education Local Plan Area (SELPA) coordinates the development and implementation of the Local Plan and Policies Development relating to the provision of special education services within Merced County. Activities also include the development of procedures, guidelines and required forms and documents.

The purpose of the MCOE **Special Education Information System (SEIS)** is to report data on Merced County special education students to the state during two required reporting periods. SEIS is a collection of data on every student who has been enrolled in special education in Merced County. A variety of routine reports are prepared and distributed to special education teachers and specialists.

The SELPA provides a comprehensive program of **Staff Development** for district personnel and parents in the SELPA. The emphasis is on providing quality information about best practices in special education.

Special education student **Transportation Services** is provided as a related service for students with an identified need. The SELPA works with a private contractor in maintaining safe and cost-effective transportation services for students who are transported from their home to school and back each day.

Workability is a program to assist students with developmental disabilities to prepare for the world of work. Students are helped to obtain appropriate jobs in the community and are followed by a job coach to ensure their success on the job.

EARLY EDUCATION

The Early Education (EE) department provides direct services to young children and their families and a wide range of supportive services related to quality early care, and education instruction to school districts, the community, and the region. The major programs operated in EE are subsidized by local state or federal funds and not with the intent of recovering costs of the programs by other charges.

A.C.C.E.S.S. (A CHILD CARE AND EDUCATION SERVICES SYSTEM) child care subsidy program manages reimbursement to child care providers for eligible families with funding from CalWORKS Stages 1, 2, and 3, Emergency Foster Child Care-Bridge and the child development block grant. Child care subsidy programs are intended to defray some or all of the cost of childcare for eligible families to assist them in achieving their self-sufficiency goals. Families choose their own child care providers, which may include licensed care in centers, family child care homes or licensed-exempt care provided by eligible family, friends, or neighbors. A.C.C.E.S.S. staff provides information to families about child care quality, determines families' eligibility and need for child care, and reimburses child care

providers for child care provided. Each month A.C.C.E.S.S. processes child care reimbursements in excess of \$1,100,00 to approximately 800 providers on behalf of more than 973 families and 2,100 children.

Child Care Support Services offered through the Early Education department include several interrelated programs that support improving child care quality, availability, and access in Merced County. The **Merced County Collaborative for Children and Families** (formally, the Local Child Care and Development Planning Council), whose member appointing authorities are the Merced County Superintendent of Schools and the Merced County Board of Supervisors, conducts mandated child care community needs assessments. The Collaborative assists in community child care planning and oversees Workforce Pathways. Workforce Pathways is a workforce development stipend program, which is designed to systematically raise the education level and retention of the early care and education workforce in Merced and Mariposa. The **Resource and Referral Program** (R&R) is mandated to maintain records on all licensed child care providers, including child care centers, in Merced County and is responsible for notifying the community of any action or impending action being taken against a child care provider by Community Care Licensing. R&R provides child care referrals to families and training and technical assistance to all early learning educators. Training covers a variety of topics including health and safety, trauma informed care, providing quality child care, child development, caring for children with challenging behaviors as well as many other topics related to early care and learning. R & R oversees a variety of grants that support child care quality and child care business development including the **Emergency Child Care Bridge Program** which focuses on linking families who are caring for children who have been removed from their custodial parent's home, with enhanced child care referrals and community resources in an effort to keep children with their families. Additionally, MCOE is responsible for administration of the **California Preschool Instructional Network** (CPIN) for the California County Superintendents Educational Services Association (CCSESA) Region VII (Fresno, Kings, Madera, Mariposa, Merced, and Tulare counties). The purpose of CPIN is to provide professional development and technical assistance to preschools and their administrators to ensure the highest quality programs. CPIN provides, facilitates and/or coordinates professional development opportunities for the early childhood workforce, supports existing regional communication and collaboration among various early learning providers, and provides and gathers input regarding California Department of Education initiatives. A new focus of CPIN is to provide on-site technical assistance to state-funded preschool centers as well as Migrant child care programs.

The **Head Start/Early Head Start Program and Early Head Start Child Care Partnership** (HS/EHS & EHS-CCP) provides comprehensive child development services to 1,157 children and pregnant women from income eligible families and children with exceptional needs to prepare them intellectually, socially, emotionally, and physically for school and life. Head Start serves 845 children ages three, four and five (until eligible for Transitional Kindergarten/kindergarten). Early Head Start serves 240 children birth through age three and pregnant women. The new Early Head Start – Child Care Partnership serves 72 children, ages birth through four, by means of the A.C.C.E.S.S. Child Care Subsidy Program partnership with licensed home-based child care providers, Merced College Child

Development Center and the EHS center in Planada. Also including the new Head Start centers in Livingston and Los Banos. HS/EHS & EHS-CCP services are offered in a variety of program options including part day, extended day, full day/full year, partnerships, licensed family child care homes and home based. To be eligible for HS/EHS & EHS-CCP services, the family income must be at or below the federal poverty level. HS/EHS & EHS-CCP is required to serve a minimum of 10% of children with disabilities as documented on their Individual Education Plans/Individualized Family Service Plans. Merced County HS/EHS & EHS-CCP provides comprehensive services including education, health, and nutrition, special services (mental health and services for children with disabilities) along with family support services.

The **Family Resource Council (FRC)** offers an integrated system of community-based services including parent and resource (foster) parent training, trauma informed care trainings, nurturing parenting, co-parenting, anger management, and responses to child abuse and violence, and support that targets the needs of the most vulnerable families in Merced County. Services provided by FRC are funded through Merced County Human Services Agency, Merced County Behavioral Health Department, First 5 Merced County Commission and Merced County and Probation Department.

The EE department manages several **Other Programs and Grants** that receive funding through various sources including, First 5 Merced County, Public Health, Human Services Agency, and Behavioral Health Prevention and Early Intervention. Programs include **Caring Kids, Early Connections, Parents As Teachers (PAT) Home Visiting Program. IMPACT** (Improve and Maximize Programs So All Children Thrive) project and **Parent Leadership Training Institute (PLTI)**. **IMPACT** provides leadership, coaching, playgroups, and professional development to early learning providers to ensure that high quality early care and education services are available for all children regardless of the where child care is provided. Caring Kids program provides resources, playgroups, and services to children ages 0 to 5 and their families to help support healthy and optimal child development. The program helps children learn self-regulation and social skills. It teaches parents and caregivers the best ways to help children develop socially and emotionally. These services help build protective factors and reduce challenging behaviors which will increase the chances of children being successful in school. The Home visiting program engages the child's family, foster parent, or guardian to plan for conducting screenings. Conduct development screenings of the child using the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE). Provide the family/guardian with prevention and early intervention resources such as "How to Raise Emotionally Healthy Children". Provide the family with referrals to appropriate resources and/or services. **The Parent Leadership Training Institute (PLTI)** program is a two-generational strategy to bolster parental involvement while promoting the lifelong health, safety and learning of children. The program integrates child development leadership and democracy skills into a parent curriculum. Parents attend a 20-week program. The **Children's Leadership Training Institute (CLTI)** offers children ages 3 to 12 a parallel course to the Parent Leadership Training Institute when their parents attend PLTI classes. The model follows the PLTI class format, with children discussing civic topics through selected children's literature. CLTI provides a natural bridge for parents and children to

share the course experience and reinforce the belief that ideas belong to the community and tools are in the hands of **all** of its members. The **Quality Rating and Improvement System** (QRIS) is funded through the California Department of Social Services (CDSS). The QRIS consortium, called **Quality Counts! California** is the system through which the CDSS has established a definition of quality child care. Our Quality Counts! California program provides ongoing support through coaching, professional development, and direct financial assistance to the California State Preschool Programs (CSPP) by supporting and encouraging high quality early learning opportunities for children and to prepare these children for success in school and life.

**Merced County Office of Education
Multi-Year Projection Assumptions
2022-2023 Adopted Budget**

LCFF SOURCES

Objects 8010-8099

2022-23 = LCFF Funding Model
2023-24 = No Change
2024-25 = No Change

FEDERAL REVENUES

Objects 8100-8299

2022-23 = Budget
2023-24 = Adjusted for one-time Revenues
2024-25 = No Change

OTHER STATE REVENUES

Objects 8300-8599

2022-23 = Budget
2023-24 = Adjusted for one-time Revenues
2024-25 = No Change

OTHER LOCAL REVENUES and FINANCING SOURCES

Objects 8600-8799

2022-23 = Budget
2023-24 = No Change
2024-25 = No Change

CERTIFICATED SALARIES

Objects 1000-1999

2022-23 = Budget
2023-24 = 2.0% Increase plus step and column and changes through attrition
2024-25 = Step and column and changes through attrition

CLASSIFIED SALARIES

Objects 2000-2999

2022-23 = Budget
2022-23 = 2.0% Increase plus step and column and changes through attrition
2023-24 = Step and column and changes through attrition

EMPLOYEE BENEFITS

Objects 3000-3999

Employee benefit cost are based on changes in salaries
2022-23 = PERS 26.1% ; STRS 19.1%
2023-24 = PERS 25.2% ; STRS 19.1%
2024-25 = PERS 24.6% ; STRS 19.1%

BOOKS AND SUPPLIES

Objects 4000-4999

2022-23 = Budget 3.69% CPI
2023-24 = CPI 2.90% - Adjusted for one-time expenses
2024-25 = CPI 2.75% - Adjusted for one-time expenses

SERVICES, OTHER OPERATING EXPENSES

Objects 5000-5999

2022-23 = Budget 3.69% CPI
2023-24 = CPI 2.90% - Adjusted for one-time expenses
2024-25 = CPI 2.75% - Adjusted for one-time expenses

CAPITAL OUTLAY

Objects 6000-6599

Planned expenditures

OTHER OUTGO/DIRECT and INDIRECT COSTS

Objects 7300-7399

2022-23 = Budget
2023-24 = Adjusted for COP debt payment
2024-25 = Adjusted for COP debt payment

*Percentages based on information from SSC's (School Services of California) Financial Projection Dashboard,
version: Governor's 2022-23 Governor's State Budget-January 17, 2022*

			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	17,728,999.00	5,465,189.00	23,194,188.00	17,723,147.00	5,600,560.00	23,323,707.00	0.6%
2) Federal Revenue		8100-8299	0.00	20,055,252.00	20,055,252.00	0.00	25,917,519.00	25,917,519.00	29.2%
3) Other State Revenue		8300-8599	781,257.00	34,262,587.00	35,043,844.00	1,091,353.00	27,076,433.00	28,167,786.00	-19.6%
4) Other Local Revenue		8600-8799	9,466,251.00	15,825,620.44	25,291,871.44	9,897,257.00	16,497,414.00	26,394,671.00	4.4%
5) TOTAL, REVENUES			27,976,507.00	75,608,648.44	103,585,155.44	28,711,757.00	75,091,926.00	103,803,683.00	0.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,886,501.00	16,324,546.00	22,211,047.00	6,863,241.00	17,783,946.00	24,647,187.00	11.0%
2) Classified Salaries		2000-2999	9,934,379.00	20,376,899.00	30,311,278.00	11,032,332.00	22,153,761.00	33,186,093.00	9.5%
3) Employee Benefits		3000-3999	8,162,722.00	18,599,306.00	26,762,028.00	9,551,330.00	21,204,442.00	30,755,772.00	14.9%
4) Books and Supplies		4000-4999	1,970,930.00	4,229,306.44	6,200,236.44	1,850,788.00	3,554,755.00	5,405,543.00	-12.8%
5) Services and Other Operating Expenditures		5000-5999	8,867,228.87	9,849,282.50	18,716,511.37	7,626,795.00	9,186,219.70	16,813,014.70	-10.2%
6) Capital Outlay		6000-6999	503,168.00	5,194,039.62	5,697,207.62	677,000.00	1,559,634.00	2,236,634.00	-60.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	0.00	1,110,594.43	1,110,594.43	0.00	739,236.00	739,236.00	-33.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(8,869,760.00)	5,195,174.00	(3,674,586.00)	(9,034,247.00)	5,570,199.00	(3,464,048.00)	-5.7%
9) TOTAL, EXPENDITURES			26,455,168.87	80,879,147.99	107,334,316.86	28,567,239.00	81,752,192.70	110,319,431.70	2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,521,338.13	(5,270,499.55)	(3,749,161.42)	144,518.00	(6,660,266.70)	(6,515,748.70)	73.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	200,000.00	200,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,791,584.64)	1,791,584.64	0.00	(2,680,454.00)	2,680,454.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,791,584.64)	1,591,584.64	(200,000.00)	(2,680,454.00)	2,680,454.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(270,246.51)	(3,678,914.91)	(3,949,161.42)	(2,535,936.00)	(3,979,812.70)	(6,515,748.70)	65.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
2) Ending Balance, June 30 (E + F1e)			9,174,329.91	12,984,304.42	22,158,634.33	6,638,393.91	9,004,491.72	15,642,885.63	-29.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,940.00	0.00	25,940.00	0.00	0.00	0.00	-100.0%
Stores		9712	94,190.32	0.00	94,190.32	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	25,488.00	0.00	25,488.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	12,984,304.42	12,984,304.42	0.00	9,004,491.72	9,004,491.72	-30.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	6,848,071.69	0.00	6,848,071.69	4,263,349.92	0.00	4,263,349.92	-37.7%
Safety	0000	9780	446,998.78		446,998.78			0.00	
Charter Oversight	0000	9780	58,284.38		58,284.38			0.00	
Differentiated Assistance	0000	9780	5,000.13		5,000.13			0.00	
Rep/Career Technology	0000	9780	1,138,955.44		1,138,955.44			0.00	
Court and Community School Expense	0000	9780	1,229,479.72		1,229,479.72			0.00	
District Support Services	0000	9780	397,795.84		397,795.84			0.00	
Facilities	0000	9780	100,000.00		100,000.00			0.00	
Projected OPEB Changes	0000	9780	255,785.77		255,785.77			0.00	
Special Education Expenses	0000	9780	1,526,671.94		1,526,671.94			0.00	
ADA Fluctuation	0000	9780	219,943.24		219,943.24			0.00	
Custodial Vans	0000	9780	162,000.00		162,000.00			0.00	
CGM Tree Removal	0000	9780	100,000.00		100,000.00			0.00	
Security Services	0000	9780	366,802.00		366,802.00			0.00	
Educational Services-Supplies	1100	9780	86,080.62		86,080.62			0.00	

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Special Education Expenses-Supplies	1100	9780	12,393.99		12,393.99			0.00	
Alternative Education Expenses-Supplies	1100	9780	741,879.84		741,879.84			0.00	
Safety	0000	9780			0.00	446,998.78		446,998.78	
Charter Oversight	0000	9780			0.00	15,084.38		15,084.38	
Differentiated Assistance	0000	9780			0.00	5,000.13		5,000.13	
ROP/Career Technology	0000	9780			0.00	812,452.44		812,452.44	
Court/Community School Expense	0000	9780			0.00	37,782.97		37,782.97	
District Support Services	0000	9780			0.00	491,844.09		491,844.09	
Facilities	0000	9780			0.00	336,331.74		336,331.74	
Projected OPEB Changes	0000	9780			0.00	225,000.00		225,000.00	
Special Education Expenses	0000	9780			0.00	523,500.94		523,500.94	
ADA Fluctuation	0000	9780			0.00	280,000.00		280,000.00	
Custodial Vans	0000	9780			0.00	149,000.00		149,000.00	
CGM Misc	0000	9780			0.00	100,000.00		100,000.00	
Alternative Education Expenses-Supplies	1100	9780			0.00	741,879.84		741,879.84	
Educational Services Expenses-Supplies	1100	9780			0.00	86,080.62		86,080.62	
Special Education Expenses - Supplies	1100	9780			0.00	12,393.99		12,393.99	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,180,639.90	0.00	2,180,639.90	2,375,043.99	0.00	2,375,043.99	8.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury	9110		14,028,550.51	19,058,645.57	33,087,196.08				
1) Fair Value Adjustment to Cash in County Treasury	9111		0.00	0.00	0.00				
b) in Banks	9120		35.00	185.00	220.00				
c) in Revolving Cash Account	9130		25,940.00	0.00	25,940.00				
d) with Fiscal Agent/Trustee	9135		0.00	582,585.01	582,585.01				
e) Collections Awaiting Deposit	9140		21,036.52	25,693.08	46,729.60				
2) Investments	9150		0.00	0.00	0.00				
3) Accounts Receivable	9200		34,383.29	1,174,536.89	1,208,920.18				
4) Due from Grantor Government	9290		0.00	0.00	0.00				
5) Due from Other Funds	9310		55,534.33	0.00	55,534.33				
6) Stores	9320		94,190.32	0.00	94,190.32				
7) Prepaid Expenditures	9330		25,488.00	0.00	25,488.00				
8) Other Current Assets	9340		0.00	0.00	0.00				
9) TOTAL, ASSETS			14,285,157.97	20,841,645.55	35,126,803.52				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources	9490		0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable	9500		5,026,643.41	180,834.08	5,207,477.49				
2) Due to Grantor Governments	9590		0.00	0.00	0.00				
3) Due to Other Funds	9610		0.00	0.00	0.00				
4) Current Loans	9640		0.00	0.00	0.00				
5) Unearned Revenue	9650		0.00	0.00	0.00				
6) TOTAL, LIABILITIES			5,026,643.41	180,834.08	5,207,477.49				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources	9690		0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			9,258,514.56	20,660,811.47	29,919,326.03				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		8,747,476.00	0.00	8,747,476.00	8,747,476.00	0.00	8,747,476.00	0.0%
Education Protection Account State Aid - Current Year	8012		38,472.00	0.00	38,472.00	32,000.00	0.00	32,000.00	-16.8%
State Aid - Prior Years	8019		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions	8021		111,611.00	0.00	111,611.00	111,360.00	0.00	111,360.00	-0.2%
Timber Yield Tax	8022		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes	8029		48,000.00	0.00	48,000.00	48,209.00	0.00	48,209.00	0.4%
County & District Taxes									
Secured Roll Taxes	8041		12,663,000.00	0.00	12,663,000.00	12,662,781.00	0.00	12,662,781.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Unsecured Roll Taxes		8042	875,000.00	0.00	875,000.00	875,398.00	0.00	875,398.00	0.0%
Prior Years' Taxes		8043	11,000.00	0.00	11,000.00	11,318.00	0.00	11,318.00	2.9%
Supplemental Taxes		8044	317,000.00	0.00	317,000.00	317,008.00	0.00	317,008.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	332,000.00	0.00	332,000.00	332,166.00	0.00	332,166.00	0.1%
Community Redevelopment Funds (SB 617/699/1992)		8047	50,629.00	0.00	50,629.00	51,000.00	0.00	51,000.00	0.7%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			23,194,188.00	0.00	23,194,188.00	23,188,716.00	0.00	23,188,716.00	0.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	38,472.00		38,472.00	32,000.00		32,000.00	-16.8%
All Other LCFF Transfers - Current Year	All Other	8091	(38,472.00)	0.00	(38,472.00)	(32,000.00)	0.00	(32,000.00)	-16.8%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(5,465,189.00)	5,465,189.00	0.00	(5,465,569.00)	5,600,560.00	134,991.00	New
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			17,728,999.00	5,465,189.00	23,194,188.00	17,723,147.00	5,600,560.00	23,323,707.00	0.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,452,916.00	2,452,916.00	0.00	2,496,271.00	2,496,271.00	1.8%
Special Education Discretionary Grants		8182	0.00	674,893.00	674,893.00	0.00	1,301,090.00	1,301,090.00	92.8%
Child Nutrition Programs		8220	0.00	69,226.00	69,226.00	0.00	69,226.00	69,226.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	177,576.00	177,576.00	0.00	126,873.00	126,873.00	-28.6%
Title I, Part A, Basic	3010	8290		585,582.00	585,582.00		594,605.00	594,605.00	1.5%
Title I, Part D, Local Delinquent Programs	3025	8290		239,175.00	239,175.00		239,175.00	239,175.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		46,503.00	46,503.00		39,784.00	39,784.00	-14.4%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290		46,281.00	46,281.00		34,516.00	34,516.00	-25.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4036, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		10,634,044.00	10,634,044.00		10,365,363.00	10,365,363.00	-2.5%
Career and Technical Education	3500-3599	8290		39,062.00	39,062.00		39,062.00	39,062.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	5,089,994.00	5,089,994.00	0.00	10,611,554.00	10,611,554.00	108.5%
TOTAL, FEDERAL REVENUE			0.00	20,055,252.00	20,055,252.00	0.00	25,917,519.00	25,917,519.00	29.2%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		17,403,304.00	17,403,304.00		19,480,963.00	19,480,963.00	11.9%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,603,197.00	1,603,197.00	0.00	1,669,335.00	1,669,335.00	4.1%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	5,562.00	5,562.00	0.00	13,000.00	13,000.00	133.7%
Mandated Costs Reimbursements		8550	115,400.00	0.00	115,400.00	115,400.00	0.00	115,400.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	263,932.00	68,284.00	332,216.00	229,223.00	83,947.00	313,170.00	-5.7%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		5,548,565.00	5,548,565.00		88,471.00	88,471.00	-98.4%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		144,022.00	144,022.00		144,022.00	144,022.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		59,945.00	59,945.00		59,945.00	59,945.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	401,925.00	9,429,708.00	9,831,633.00	746,730.00	5,536,750.00	6,283,480.00	-36.1%
TOTAL, OTHER STATE REVENUE			781,257.00	34,262,587.00	35,043,844.00	1,091,353.00	27,076,433.00	28,167,786.00	-19.6%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	150,803.00	150,803.00	0.00	150,803.00	150,803.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	63,865.00	41,000.00	104,865.00	63,865.00	41,000.00	104,865.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	175,000.00	492.44	175,492.44	175,000.00	492.00	175,492.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,239,317.00	2,115,939.00	3,355,256.00	2,481,659.00	2,649,794.00	5,131,453.00	52.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	651,621.00	495,721.00	1,147,342.00	955,089.00	569,718.00	1,524,807.00	32.9%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,181,413.00	4,801,703.00	5,983,116.00	1,201,437.00	4,444,499.00	5,645,936.00	-5.6%
Tuition		8710	6,155,035.00	8,219,962.00	14,374,997.00	5,020,207.00	8,641,108.00	13,661,315.00	-5.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,466,251.00	15,825,620.44	25,291,871.44	9,897,257.00	16,497,414.00	26,394,671.00	4.4%
TOTAL, REVENUES			27,976,507.00	75,608,648.44	103,585,155.44	28,711,757.00	75,091,926.00	103,803,683.00	0.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,511,091.00	11,183,312.00	13,694,403.00	2,702,041.00	12,467,573.00	15,169,614.00	10.8%
Certificated Pupil Support Salaries		1200	83,338.00	2,563,190.00	2,646,528.00	122,006.00	2,428,198.00	2,550,204.00	-3.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Certificated Supervisors' and Administrators' Salaries		1300	3,255,072.00	2,470,044.00	5,725,116.00	3,887,194.00	2,790,824.00	6,678,018.00	16.6%
Other Certificated Salaries		1900	37,000.00	108,000.00	145,000.00	152,000.00	97,351.00	249,351.00	72.0%
TOTAL, CERTIFICATED SALARIES			5,886,501.00	16,324,546.00	22,211,047.00	6,863,241.00	17,783,946.00	24,647,187.00	11.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	66,068.00	10,748,097.00	10,814,165.00	178,339.00	11,480,234.00	11,658,573.00	7.8%
Classified Support Salaries		2200	2,223,354.00	4,178,659.00	6,402,013.00	2,301,553.00	4,741,077.00	7,042,630.00	10.0%
Classified Supervisors' and Administrators' Salaries		2300	3,304,034.00	2,212,290.00	5,516,324.00	3,632,665.00	2,586,498.00	6,219,163.00	12.7%
Clerical, Technical and Office Salaries		2400	4,262,595.00	1,625,330.00	5,887,925.00	4,865,022.00	1,735,663.00	6,600,685.00	12.1%
Other Classified Salaries		2900	78,328.00	1,612,523.00	1,690,851.00	54,753.00	1,610,289.00	1,665,042.00	-1.5%
TOTAL, CLASSIFIED SALARIES			9,934,379.00	20,376,899.00	30,311,278.00	11,032,332.00	22,153,761.00	33,186,093.00	9.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	972,979.00	2,600,727.00	3,573,706.00	1,293,428.00	3,272,699.00	4,566,127.00	27.8%
PERS		3201-3202	2,233,573.00	3,952,052.00	6,185,625.00	2,852,982.00	5,015,209.00	7,868,191.00	27.2%
OASDI/Medicare/Alternative		3301-3302	851,634.00	1,713,551.00	2,565,185.00	949,215.00	1,890,047.00	2,839,262.00	10.7%
Health and Welfare Benefits		3401-3402	3,112,601.00	8,105,217.00	11,217,818.00	3,336,028.00	8,556,767.00	11,892,795.00	6.0%
Unemployment Insurance		3501-3502	77,713.00	177,619.00	255,332.00	88,471.00	197,030.00	285,501.00	11.8%
Workers' Compensation		3601-3602	710,360.00	1,625,282.00	2,335,642.00	806,936.00	1,798,785.00	2,605,721.00	11.6%
OPEB, Allocated		3701-3702	188,653.00	422,490.00	611,143.00	214,520.00	469,735.00	684,255.00	12.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	15,209.00	2,368.00	17,577.00	9,750.00	4,170.00	13,920.00	-20.8%
TOTAL, EMPLOYEE BENEFITS			8,162,722.00	18,599,306.00	26,762,028.00	9,551,330.00	21,204,442.00	30,755,772.00	14.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	60,896.00	109,079.00	169,975.00	60,622.00	59,837.00	120,459.00	-29.1%
Materials and Supplies		4300	1,402,352.00	3,370,089.99	4,772,441.99	1,385,966.00	2,837,473.00	4,223,439.00	-11.5%
Noncapitalized Equipment		4400	507,682.00	574,861.00	1,082,543.00	404,200.00	481,410.00	885,610.00	-18.2%
Food		4700	0.00	175,276.45	175,276.45	0.00	176,035.00	176,035.00	0.4%
TOTAL, BOOKS AND SUPPLIES			1,970,930.00	4,229,306.44	6,200,236.44	1,850,788.00	3,554,755.00	5,405,543.00	-12.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	5,069,545.00	1,291,617.00	6,361,162.00	4,334,627.00	878,815.00	5,213,442.00	-18.0%
Travel and Conferences		5200	189,422.00	489,960.50	679,382.50	334,194.00	1,040,512.00	1,374,706.00	102.3%
Dues and Memberships		5300	69,871.00	5,560.00	75,431.00	69,731.00	7,423.00	77,154.00	2.3%
Insurance		5400 - 5450	402,990.00	102,760.00	505,750.00	408,045.00	97,576.00	505,621.00	0.0%
Operations and Housekeeping Services		5500	970,047.00	90,596.00	1,060,643.00	1,078,447.00	92,096.00	1,170,543.00	10.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	826,675.00	420,767.00	1,247,442.00	807,903.00	447,093.00	1,254,996.00	0.6%
Transfers of Direct Costs		5710	(2,300,603.00)	2,300,603.00	0.00	(2,223,530.00)	2,223,530.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,967,009.00)	(34,432.00)	(2,001,441.00)	(2,112,573.00)	(23,473.00)	(2,136,046.00)	6.7%
Professional/Consulting Services and Operating Expenditures		5800	5,103,539.87	5,096,143.00	10,199,682.87	4,532,785.00	4,332,078.70	8,864,863.70	-13.1%
Communications		5900	502,751.00	85,708.00	588,459.00	397,166.00	90,569.00	487,735.00	-17.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,867,228.87	9,849,282.50	18,716,511.37	7,626,795.00	9,186,219.70	16,813,014.70	-10.2%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,546.00	3,665,478.62	3,674,024.62	385,000.00	1,544,634.00	1,929,634.00	-47.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	494,622.00	1,528,561.00	2,023,183.00	292,000.00	15,000.00	307,000.00	-84.8%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			503,168.00	5,194,039.62	5,697,207.62	677,000.00	1,559,634.00	2,236,634.00	-60.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	40,000.00	40,000.00	0.00	40,000.00	40,000.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	177,576.00	177,576.00	0.00	126,873.00	126,873.00	-28.6%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	300,263.00	300,263.00	0.00	277,363.00	277,363.00	-7.6%
Other Debt Service - Principal		7439	0.00	592,755.43	592,755.43	0.00	295,000.00	295,000.00	-50.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	1,110,594.43	1,110,594.43	0.00	739,236.00	739,236.00	-33.4%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(5,195,174.00)	5,195,174.00	0.00	(5,570,199.00)	5,570,199.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(3,674,586.00)	0.00	(3,674,586.00)	(3,464,048.00)	0.00	(3,464,048.00)	-5.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(8,869,760.00)	5,195,174.00	(3,674,586.00)	(9,034,247.00)	5,570,199.00	(3,464,048.00)	-5.7%
TOTAL, EXPENDITURES			26,455,168.87	80,879,147.99	107,334,316.86	28,567,239.00	81,752,192.70	110,319,431.70	2.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	200,000.00	200,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	200,000.00	200,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,583,663.00)	2,583,663.00	0.00	(3,545,434.00)	3,545,434.00	0.00	0.0%
Contributions from Restricted Revenues		8990	792,078.36	(792,078.36)	0.00	864,980.00	(864,980.00)	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,791,584.64)	1,791,584.64	0.00	(2,680,454.00)	2,680,454.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,791,584.64)	1,591,584.64	(200,000.00)	(2,680,454.00)	2,680,454.00	0.00	-100.0%

			2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	17,728,999.00	5,465,189.00	23,194,188.00	17,723,147.00	5,600,560.00	23,323,707.00	0.6%
2) Federal Revenue		8100-8299	0.00	20,055,252.00	20,055,252.00	0.00	25,917,519.00	25,917,519.00	29.2%
3) Other State Revenue		8300-8599	781,257.00	34,262,587.00	35,043,844.00	1,091,353.00	27,076,433.00	28,167,786.00	-19.6%
4) Other Local Revenue		8600-8799	9,465,251.00	15,825,620.44	25,291,871.44	9,897,257.00	16,497,414.00	26,394,671.00	4.4%
5) TOTAL, REVENUES			27,976,507.00	75,608,648.44	103,585,155.44	28,711,757.00	75,091,926.00	103,803,683.00	0.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	4,142,759.00	40,044,155.50	44,186,914.50	4,655,867.00	42,204,619.70	46,860,486.70	6.1%
2) Instruction - Related Services	2000-2999		6,893,015.00	12,201,659.50	19,094,674.50	8,759,365.00	14,138,409.00	22,897,774.00	19.9%
3) Pupil Services	3000-3999		6,529,281.00	12,063,516.45	18,592,797.45	5,875,492.00	12,519,579.00	18,395,071.00	-1.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		237,756.00	829,787.49	1,067,543.49	192,432.00	659,950.00	852,382.00	-20.2%
6) Enterprise	6000-6999		140,490.00	313,892.00	454,382.00	140,608.00	315,857.00	456,465.00	0.5%
7) General Administration	7000-7999		6,834,906.87	5,270,078.00	12,104,984.87	6,613,780.00	5,570,199.00	12,183,979.00	0.7%
8) Plant Services	8000-8999		1,676,961.00	9,015,964.62	10,692,925.62	2,329,695.00	5,574,843.00	7,904,538.00	-26.1%
9) Other Outgo	9000-9999		0.00	1,140,094.43	1,140,094.43	0.00	768,736.00	768,736.00	-32.6%
10) TOTAL, EXPENDITURES				26,455,168.87	80,879,147.99	107,334,316.86	28,567,239.00	81,752,192.70	110,319,431.70
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,521,338.13	(5,270,499.55)	(3,749,161.42)	144,518.00	(6,660,266.70)	(6,515,748.70)	73.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	200,000.00	200,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,791,584.64)	1,791,584.64	0.00	(2,680,454.00)	2,680,454.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,791,584.64)	1,591,584.64	(200,000.00)	(2,680,454.00)	2,680,454.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(270,246.51)	(3,678,914.91)	(3,949,161.42)	(2,535,936.00)	(3,979,812.70)	(6,515,748.70)	65.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,444,576.42	16,663,219.33	26,107,795.75	9,174,329.91	12,984,304.42	22,158,634.33	-15.1%
2) Ending Balance, June 30 (E + F1e)			9,174,329.91	12,984,304.42	22,158,634.33	6,638,393.91	9,004,491.72	15,642,885.63	-29.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,940.00	0.00	25,940.00	0.00	0.00	0.00	-100.0%
Stores		9712	94,190.32	0.00	94,190.32	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	25,488.00	0.00	25,488.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	12,984,304.42	12,984,304.42	0.00	9,004,491.72	9,004,491.72	-30.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	6,848,071.69	0.00	6,848,071.69	4,263,349.92	0.00	4,263,349.92	-37.7%
Safety	0000	9780	446,998.78		446,998.78			0.00	
Charter Oversight	0000	9780	58,284.38		58,284.38			0.00	
Differentiated Assistance	0000	9780	5,000.13		5,000.13			0.00	
Rop/Career Technology	0000	9780	1,138,955.44		1,138,955.44			0.00	
Court and Community School Expense	0000	9780	1,229,479.72		1,229,479.72			0.00	
District Support Services	0000	9780	397,795.84		397,795.84			0.00	
Facilities	0000	9780	100,000.00		100,000.00			0.00	
Projected OPEB Changes	0000	9780	255,785.77		255,785.77			0.00	
Special Education Expenses	0000	9780	1,526,671.94		1,526,671.94			0.00	
ADA Fluctuation	0000	9780	219,943.24		219,943.24			0.00	
Custodial Vans	0000	9780	162,000.00		162,000.00			0.00	
CGM Tree Removal	0000	9780	100,000.00		100,000.00			0.00	
Security Services	0000	9780	366,802.00		366,802.00			0.00	

Description	Function Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Educational Services-Supplies	1100	9780	86,080.62		86,080.62			0.00	
Special Education Expenses-Supplies	1100	9780	12,393.99		12,393.99			0.00	
Alternative Education Expenses-Supplies	1100	9780	741,879.84		741,879.84			0.00	
Safety	0000	9780			0.00	446,998.78		446,998.78	
Charter Oversight	0000	9780			0.00	15,084.38		15,084.38	
Differentiated Assistance	0000	9780			0.00	5,000.13		5,000.13	
ROP/Career Technology	0000	9780			0.00	812,452.44		812,452.44	
Court/Community School Expense	0000	9780			0.00	37,782.97		37,782.97	
District Support Services	0000	9780			0.00	491,844.09		491,844.09	
Facilities	0000	9780			0.00	336,331.74		336,331.74	
Projected OPEB Changes	0000	9780			0.00	225,000.00		225,000.00	
Special Education Expenses	0000	9780			0.00	523,500.94		523,500.94	
ADA Fluctuation	0000	9780			0.00	280,000.00		280,000.00	
Custodial Vans	0000	9780			0.00	149,000.00		149,000.00	
CGM Misc	0000	9780			0.00	100,000.00		100,000.00	
Alternative Education Expenses-Supplies	1100	9780			0.00	741,879.84		741,879.84	
Educational Services Expenses-Supplies	1100	9780			0.00	86,080.62		86,080.62	
Special Education Expenses - Supplies	1100	9780			0.00	12,393.99		12,393.99	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,180,639.90	0.00	2,180,639.90	2,375,043.99	0.00	2,375,043.99	8.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6266	Educator Effectiveness, FY 2021-22	0.00	169,552.00
6300	Lottery: Instructional Materials	262,858.30	262,858.30
6500	Special Education	1,705,204.33	480,623.33
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	1,336,793.12	615,315.12
6536	Special Ed: Dispute Prevention and Dispute Resolution	889,238.00	0.00
6537	Special Ed: Learning Recovery Support	3,686,356.00	3,047,412.00
6546	Mental Health-Related Services	770,396.52	770,396.52
7085	Learning Communities for School Success Program	18,755.24	18,755.24
7311	Classified School Employee Professional Development Block Grant	58,336.50	58,336.50
7425	Expanded Learning Opportunities (ELO) Grant	214,377.87	214,377.87
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	23,621.52	23,621.52
7810	Other Restricted State	13,291.28	13,291.28
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	33,197.97	280,578.97
9010	Other Restricted Local	3,971,877.77	3,049,373.07
Total, Restricted Balance		12,984,304.42	9,004,491.72

Charter School Fund Fund 09

The Merced County Office of Education supports and sponsors a community-initiated charter school, Merced Scholars Charter School, and the Come Back Charter School.

Merced Scholars Charter School serves students in grades K-12 within Merced County as well as adjacent counties. The program is designed for families striving for academic excellence for their students in a personalized learning environment and for a seamless transition into post-secondary education. Students receive instruction from a credentialed teacher within a personalized, one-on-one learning environment. The Charter School opened in the fall of 2004 and in 2022-23 is projected to serve over 300 students.

Merced Scholars Charter School will be opening a new dual immersion program for Hmong/English and Spanish/English in 2022-23. The program is designed to provide a world-class education that promotes and prepares students to be multilingual and multicultural. The program will be classroom-based beginning with grades TK-1st and expanding up to 6th grade. The program is projected to serve over 500 students at full capacity.

Come Back Charter School opened in the fall of 2018 and serves students ages 18 and up. The school provides an opportunity for adult students to finish earning their high school diploma through an independent study program. In 2022-23 the school is projected to serve over 75 students.

Summary of the Charter School Fund FY 2022-23 Budget:

Beginning Balance	\$ 415,411
Revenue	6,076,044
Planned Expenditures	<u>(6,201,856)</u>
Ending Fund Balance	\$ 289,599

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,753,136.00	5,181,961.00	38.1%
2) Federal Revenue		8100-8299	639,454.00	716,935.00	12.1%
3) Other State Revenue		8300-8599	128,871.74	230,947.00	79.2%
4) Other Local Revenue		8600-8799	8,154.00	6,500.00	-20.3%
5) TOTAL, REVENUES			4,529,615.74	6,136,343.00	35.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,026,468.00	2,468,888.00	21.8%
2) Classified Salaries		2000-2999	244,391.00	490,000.00	100.5%
3) Employee Benefits		3000-3999	965,483.00	1,377,863.00	42.7%
4) Books and Supplies		4000-4999	285,661.00	417,707.00	46.2%
5) Services and Other Operating Expenditures		5000-5999	1,048,983.00	983,198.00	-6.3%
6) Capital Outlay		6000-6999	14,100.00	14,100.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	359,606.00	450,100.00	25.2%
9) TOTAL, EXPENDITURES			4,944,692.00	6,201,856.00	25.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(415,076.26)	(65,513.00)	-84.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(415,076.26)	(65,513.00)	-84.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	830,487.40	415,411.14	-50.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			830,487.40	415,411.14	-50.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			830,487.40	415,411.14	-50.0%
2) Ending Balance, June 30 (E + F1e)			415,411.14	349,898.14	-15.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	161,972.81	144,819.81	-10.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	253,438.33	205,078.33	-19.1%
Charter School Expense	0000	9780	131,592.91		
Charter School Expense - Supplies	1100	9780	121,845.42		
Charter School Expense	0000	9780		83,232.91	
Charter School Expenses-Supplies	1100	9780		121,845.42	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	407,278.94		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,153.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			408,431.94		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	169,191.32		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,801.58		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			170,992.90		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			237,439.04		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,686,254.00	4,197,038.00	56.2%
Education Protection Account State Aid - Current Year		8012	1,066,882.00	984,923.00	-7.7%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	1,066,882.00	984,923.00	-7.7%
All Other LCFF Transfers - Current Year	All Other	8091	(1,066,882.00)	(984,923.00)	-7.7%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,753,136.00	5,181,961.00	38.1%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	845.00	1,373.00	62.5%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	79,809.00	132,935.00	66.6%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	8,793.00	12,338.00	40.3%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	1,702.00	1,491.00	-12.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	5,057.00	6,809.00	34.6%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	543,248.00	561,989.00	3.4%
TOTAL, FEDERAL REVENUE			639,454.00	716,935.00	12.1%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	49,456.00	132,874.00	168.7%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	15,449.00	5,498.00	-64.4%
Lottery - Unrestricted and Instructional Materials		8560	44,180.00	44,180.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	19,786.74	48,395.00	144.6%
TOTAL, OTHER STATE REVENUE			128,871.74	230,947.00	79.2%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	7,500.00	5,000.00	-33.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From					
Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	654.00	1,500.00	129.4%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,154.00	6,500.00	-20.3%
TOTAL, REVENUES			4,529,615.74	6,136,343.00	35.5%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,719,394.00	1,978,416.00	15.1%
Certificated Pupil Support Salaries		1200	113,486.00	154,565.00	36.2%
Certificated Supervisors' and Administrators' Salaries		1300	193,588.00	335,907.00	73.5%
Other Certificated Salaries		1900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CERTIFICATED SALARIES			2,026,468.00	2,468,888.00	21.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	56,952.00	175,564.00	208.3%
Classified Support Salaries		2200	4,783.00	6,474.00	35.4%
Classified Supervisors' and Administrators' Salaries		2300	20,793.00	36,682.00	76.4%
Clerical, Technical and Office Salaries		2400	141,863.00	218,132.00	53.8%
Other Classified Salaries		2900	20,000.00	53,148.00	165.7%
TOTAL, CLASSIFIED SALARIES			244,391.00	490,000.00	100.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	339,681.00	472,900.00	39.2%
PERS		3201-3202	55,670.00	127,679.00	129.3%
OASDI/Medicare/Alternative		3301-3302	47,002.00	65,548.00	39.5%
Health and Welfare Benefits		3401-3402	383,253.00	527,254.00	37.6%
Unemployment Insurance		3501-3502	11,239.00	14,848.00	32.1%
Workers' Compensation		3601-3602	101,936.00	134,044.00	31.5%
OPEB, Allocated		3701-3702	26,702.00	35,590.00	33.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			965,483.00	1,377,863.00	42.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	5,972.00	5,972.00	0.0%
Books and Other Reference Materials		4200	6,342.00	6,342.00	0.0%
Materials and Supplies		4300	229,201.00	331,071.00	44.4%
Noncapitalized Equipment		4400	44,146.00	74,322.00	68.4%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			285,661.00	417,707.00	46.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,809.00	7,000.00	2.8%
Dues and Memberships		5300	2,500.00	2,500.00	0.0%
Insurance		5400-5450	1,122.00	1,122.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	4,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	461,029.00	511,303.00	10.9%
Professional/Consulting Services and Operating Expenditures		5800	545,123.00	443,173.00	-18.7%
Communications		5900	28,400.00	14,100.00	-50.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,048,983.00	983,198.00	-6.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	14,100.00	14,100.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			14,100.00	14,100.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	359,606.00	450,100.00	25.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			359,606.00	450,100.00	25.2%
TOTAL, EXPENDITURES			4,944,692.00	6,201,856.00	25.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,753,136.00	5,181,961.00	38.1%
2) Federal Revenue		8100-8299	639,454.00	716,935.00	12.1%
3) Other State Revenue		8300-8599	128,871.74	230,947.00	79.2%
4) Other Local Revenue		8600-8799	8,154.00	6,500.00	-20.3%
5) TOTAL, REVENUES			4,529,615.74	6,136,343.00	35.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,003,229.00	3,809,056.00	26.8%
2) Instruction - Related Services	2000-2999		723,050.00	1,050,026.00	45.2%
3) Pupil Services	3000-3999		220,611.00	274,204.00	24.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		359,606.00	450,100.00	25.2%
8) Plant Services	8000-8999		638,196.00	618,470.00	-3.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,944,692.00	6,201,856.00	25.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(415,076.26)	(65,513.00)	-84.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(415,076.26)	(65,513.00)	-84.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	830,487.40	415,411.14	-50.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			830,487.40	415,411.14	-50.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			830,487.40	415,411.14	-50.0%
2) Ending Balance, June 30 (E + F1e)			415,411.14	349,898.14	-15.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	161,972.81	144,819.81	-10.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	253,438.33	205,078.33	-19.1%
Charter School Expense	0000	9780	131,592.91		
Charter School Expense - Supplies	1100	9780	121,845.42		
Charter School Expense	0000	9780		83,232.91	
Charter School Expenses-Supplies	1100	9780		121,845.42	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6300	Lottery: Instructional Materials	50,408.38	50,408.38
6500	Special Education	94,411.43	94,411.43
7311	Classified School Employee Professional Development Block Grant	367.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	16,786.00	0.00
Total, Restricted Balance		161,972.81	144,819.81

Special Education Pass-Through Fund Fund 10

The California Department of Education (CDE) established a special revenue fund for use by the Administration Unit (AU) of a Special Education Local Plan Area (SELPA) to account for special education pass-through revenues outside the general fund (01). LEA's were required to start using this new fund in 2011-12. The fund will allow CDE to improve their comparability of LEAs.

Generally, the fund is required for AUs that receive pass-through revenue for special education from federal, state, or local sources having administrative involvement in allocating and distributing the revenues to other member agencies.

Merced County Office of Education is the AU of the SELPA and will receive revenue in fund 10 that will immediately be passed-through to the 20 school districts in Merced County. The creation and use of the fund does not change how we allocate Special Education revenue only where we report the revenue and subsequent pass-through. Revenue received to operate MCOE's special education programs will still be received and recorded in the general fund (01).

Summary of the Special Education Pass-Through Fund FY 2022-23 Budget:

Beginning Balance	\$ 0
Revenue	38,099,642
Planned Expenditures	<u>(38,099,642)</u>
Ending Fund Balance	\$ 0

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	9,037,823.00	11,349,918.00	25.6%
3) Other State Revenue		8300-8599	22,423,266.00	26,749,724.00	19.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			31,461,089.00	38,099,642.00	21.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	31,461,089.00	38,099,642.00	21.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			31,461,089.00	38,099,642.00	21.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	9,037,823.00	11,349,918.00	25.6%
TOTAL, FEDERAL REVENUE			9,037,823.00	11,349,918.00	25.6%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	20,742,404.00	24,738,043.00	19.3%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,680,862.00	2,011,681.00	19.7%
TOTAL, OTHER STATE REVENUE			22,423,266.00	26,749,724.00	19.3%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			31,461,089.00	38,099,642.00	21.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	10,718,685.00	13,361,599.00	24.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	20,742,404.00	24,738,043.00	19.3%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			31,461,089.00	38,099,642.00	21.1%
TOTAL, EXPENDITURES			31,461,089.00	38,099,642.00	21.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	9,037,823.00	11,349,918.00	25.6%
3) Other State Revenue		8300-8599	22,423,266.00	26,749,724.00	19.3%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			31,461,089.00	38,099,642.00	21.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	31,461,089.00	38,099,642.00	21.1%
10) TOTAL, EXPENDITURES			31,461,089.00	38,099,642.00	21.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Adult Education Fund Fund 11

The Adult Education fund was established in fiscal year 2015-16 to account for the Adult Education Block grant. The MCOE is a member of a consortium with seven other school districts and Merced College. The MCOE receives funding as a sub-recipient via Merced Community College. The Adult Education block grant program serves state and national interests by providing life-long educational opportunities and support services to all adults. Adult education provides free or low-cost classes to Californians ages 18 and older.

Summary of the Adult Education Fund FY 2022-23 Budget:

Beginning Balance	\$ 226,319
Revenue	1,034,649
Planned Expenditures	<u>(1,034,149)</u>
Ending Fund Balance	\$ 226,819

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	335,467.00	339,019.00	1.1%
4) Other Local Revenue		8600-8799	716,917.00	695,630.00	-3.0%
5) TOTAL, REVENUES			1,052,384.00	1,034,649.00	-1.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	403,203.00	315,930.00	-21.6%
2) Classified Salaries		2000-2999	226,317.00	208,969.00	-7.7%
3) Employee Benefits		3000-3999	319,548.00	297,973.00	-6.8%
4) Books and Supplies		4000-4999	31,430.00	29,788.00	-5.2%
5) Services and Other Operating Expenditures		5000-5999	150,471.00	131,871.00	-12.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	56,933.00	49,618.00	-12.8%
9) TOTAL, EXPENDITURES			1,187,902.00	1,034,149.00	-12.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(135,518.00)	500.00	-100.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,482.00	500.00	-99.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	161,836.72	226,318.72	39.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			161,836.72	226,318.72	39.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			161,836.72	226,318.72	39.8%
2) Ending Balance, June 30 (E + F1e)			226,318.72	226,818.72	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,350.47	18,350.47	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	207,968.25	208,468.25	0.2%
Adult Education Expenses	0000	9780	207,968.25		
Adult Education Expenses	0000	9780		208,468.25	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	121,538.82		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	58,990.30		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			180,529.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	12.98		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	50,239.19		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			50,252.17		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			130,276.95		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	321,300.00	324,852.00	1.1%
All Other State Revenue	All Other	8590	14,167.00	14,167.00	0.0%
TOTAL, OTHER STATE REVENUE			335,467.00	339,019.00	1.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	500.00	500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	716,417.00	695,130.00	-3.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			716,917.00	695,630.00	-3.0%
TOTAL, REVENUES			1,052,384.00	1,034,649.00	-1.7%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	403,203.00	315,930.00	-21.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			403,203.00	315,930.00	-21.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	173,333.00	156,799.00	-9.5%
Classified Support Salaries		2200	52,984.00	52,170.00	-1.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			226,317.00	208,969.00	-7.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	68,222.00	62,201.00	-8.8%
PERS		3201-3202	51,849.00	54,353.00	4.8%
OASDI/Medicare/Alternative		3301-3302	23,159.00	22,349.00	-3.5%
Health and Welfare Benefits		3401-3402	137,360.00	126,067.00	-8.2%
Unemployment Insurance		3501-3502	3,147.00	2,488.00	-20.9%
Workers' Compensation		3601-3602	28,265.00	24,116.00	-14.7%
OPEB, Allocated		3701-3702	7,546.00	6,399.00	-15.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			319,548.00	297,973.00	-6.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	6,771.00	5,135.00	-24.2%
Materials and Supplies		4300	24,659.00	24,653.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			31,430.00	29,788.00	-5.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	5,460.00	5,916.00	8.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	19,500.00	21,600.00	10.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	88,975.00	99,470.00	11.8%
Professional/Consulting Services and Operating Expenditures		5800	36,536.00	4,885.00	-86.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			150,471.00	131,871.00	-12.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	56,933.00	49,618.00	-12.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			56,933.00	49,618.00	-12.8%
TOTAL, EXPENDITURES			1,187,902.00	1,034,149.00	-12.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	335,467.00	339,019.00	1.1%
4) Other Local Revenue		8600-8799	716,917.00	695,630.00	-3.0%
5) TOTAL, REVENUES			1,052,384.00	1,034,649.00	-1.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		917,283.00	757,255.00	-17.4%
2) Instruction - Related Services	2000-2999		94,477.00	93,106.00	-1.5%
3) Pupil Services	3000-3999		3,644.00	3,584.00	-1.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		56,933.00	49,618.00	-12.8%
8) Plant Services	8000-8999		115,565.00	130,586.00	13.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,187,902.00	1,034,149.00	-12.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(135,518.00)	500.00	-100.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,482.00	500.00	-99.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	161,836.72	226,318.72	39.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			161,836.72	226,318.72	39.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			161,836.72	226,318.72	39.8%
2) Ending Balance, June 30 (E + F1e)			226,318.72	226,818.72	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,350.47	18,350.47	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	207,968.25	208,468.25	0.2%
Adult Education Expenses	0000	9780	207,968.25		
Adult Education Expenses	0000	9780		208,468.25	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6371	CalWORKs for ROCP or Adult Education	9,717.02	9,717.02
6391	Adult Education Program	8,633.45	8,633.45
Total, Restricted Balance		18,350.47	18,350.47

Child Development Fund Fund 12

The Child Development fund was established in fiscal year 2004-05 to account for the federal, state and local revenues of the child development programs. The programs operating under this fund are subsidized by state or federal funds and not with the intent of recovering costs of the programs by other charges.

Early Education has a long and successful history of operating numerous programs that benefit children ages 0-5, their families and childcare providers. There are two divisions within the Early Education Department, the Early Education Support Programs (EESP) and Head Start (HS).

EESP works to empower, support and build capacity for all children, families and childcare providers of Merced County. The work of EESP also extends out to other counties within the Central Valley. Services provided include, financial childcare assistance, childcare referrals, home visiting, workforce development, coaching, professional growth opportunities and family engagement.

EESP includes all Child Care Subsidy Programs, Early Head Start Partnership, Child Care Resource and Referral Services, Merced County Collaborative for Children and Families, Caring Kids home visiting program, California Preschool Instructional Network.

The Head Start/Early Head Start program provides comprehensive child development and related services to children 0 to kindergarten age and pregnant women from income eligible families and children with exceptional needs. Head Start/Early Head Start prepares children intellectually, socially, emotionally, and physically for school and life and assists families in meeting their self-sufficiency goals.

Summary of the Child Development Fund FY 2022-23 Budget:

Beginning Balance	\$ 371,456
Revenue	41,771,626
Planned Expenditures	<u>(41,835,609)</u>
Ending Fund Balance	\$ 307,473

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	32,047,171.00	26,729,644.00	-16.6%
3) Other State Revenue		8300-8599	9,668,125.00	7,655,847.00	-20.8%
4) Other Local Revenue		8600-8799	6,393,456.00	7,386,135.00	15.5%
5) TOTAL, REVENUES			48,108,752.00	41,771,626.00	-13.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	5,722,211.00	5,743,748.00	0.4%
2) Classified Salaries		2000-2999	6,842,711.00	7,449,672.00	8.9%
3) Employee Benefits		3000-3999	6,472,354.00	7,095,005.00	9.6%
4) Books and Supplies		4000-4999	3,119,139.00	2,756,481.00	-11.6%
5) Services and Other Operating Expenditures		5000-5999	21,037,926.00	15,570,373.00	-26.0%
6) Capital Outlay		6000-6999	1,706,931.00	256,000.00	-85.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,258,047.00	2,964,330.00	-9.0%
9) TOTAL, EXPENDITURES			48,159,319.00	41,835,609.00	-13.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(50,567.00)	(63,983.00)	26.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(50,567.00)	(63,983.00)	26.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	422,023.04	371,456.04	-12.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			422,023.04	371,456.04	-12.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			422,023.04	371,456.04	-12.0%
2) Ending Balance, June 30 (E + F1e)			371,456.04	307,473.04	-17.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	371,456.04	307,473.04	-17.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,205,368.76		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	19,507.53		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	227,536.80		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,452,413.09		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	638.17		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	2,053,493.56		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,054,131.73		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			(601,718.64)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	393,230.00	330,000.00	-16.1%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	31,653,941.00	26,399,644.00	-16.6%
TOTAL, FEDERAL REVENUE			32,047,171.00	26,729,644.00	-16.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	92,239.00	20,000.00	-78.3%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	9,575,886.00	7,635,847.00	-20.3%
TOTAL, OTHER STATE REVENUE			9,668,125.00	7,655,847.00	-20.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	6,393,456.00	7,386,135.00	15.5%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,393,456.00	7,386,135.00	15.5%
TOTAL, REVENUES			48,108,752.00	41,771,626.00	-13.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	4,601,543.00	4,622,080.00	0.4%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	1,120,668.00	1,121,668.00	0.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			5,722,211.00	5,743,748.00	0.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	805,267.00	808,211.00	0.4%
Classified Support Salaries		2200	2,735,291.00	2,908,913.00	6.3%
Classified Supervisors' and Administrators' Salaries		2300	1,776,196.00	2,050,499.00	15.4%
Clerical, Technical and Office Salaries		2400	1,525,956.00	1,682,048.00	10.2%
Other Classified Salaries		2900	1.00	1.00	0.0%
TOTAL, CLASSIFIED SALARIES			6,842,711.00	7,449,672.00	8.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	965,948.00	1,108,349.00	14.7%
PERS		3201-3202	1,557,126.00	1,918,521.00	23.2%
OASDI/Medicare/Alternative		3301-3302	620,801.00	651,822.00	5.0%
Health and Welfare Benefits		3401-3402	2,551,035.00	2,598,093.00	1.8%
Unemployment Insurance		3501-3502	62,932.00	66,140.00	5.1%
Workers' Compensation		3601-3602	564,163.00	593,734.00	5.2%
OPEB, Allocated		3701-3702	150,349.00	158,346.00	5.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,472,354.00	7,095,005.00	9.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	35,359.00	0.00	-100.0%
Materials and Supplies		4300	2,059,991.00	2,067,730.00	0.4%
Noncapitalized Equipment		4400	361,989.00	133,751.00	-63.1%
Food		4700	661,800.00	555,000.00	-16.1%
TOTAL, BOOKS AND SUPPLIES			3,119,139.00	2,756,481.00	-11.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	479,000.00	483,882.00	1.0%
Travel and Conferences		5200	113,134.00	134,895.00	19.2%
Dues and Memberships		5300	30,920.00	16,100.00	-47.9%
Insurance		5400-5450	45,203.00	41,103.00	-9.1%
Operations and Housekeeping Services		5500	1,950.00	200.00	-89.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	52,295.00	34,845.00	-33.4%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,451,437.00	1,525,273.00	5.1%
Professional/Consulting Services and Operating Expenditures		5800	18,831,849.00	13,318,797.00	-29.3%
Communications		5900	32,138.00	15,278.00	-52.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			21,037,926.00	15,570,373.00	-26.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	639,950.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	610,163.00	150,000.00	-75.4%
Equipment		6400	456,818.00	106,000.00	-76.8%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,706,931.00	256,000.00	-85.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	3,258,047.00	2,964,330.00	-9.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			3,258,047.00	2,964,330.00	-9.0%
TOTAL, EXPENDITURES			48,159,319.00	41,835,609.00	-13.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	32,047,171.00	26,729,644.00	-16.6%
3) Other State Revenue		8300-8599	9,668,125.00	7,655,847.00	-20.8%
4) Other Local Revenue		8600-8799	6,393,456.00	7,386,135.00	15.5%
5) TOTAL, REVENUES			48,108,752.00	41,771,626.00	-13.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		8,540,101.00	8,552,631.00	0.1%
2) Instruction - Related Services	2000-2999		5,171,846.00	5,233,705.00	1.2%
3) Pupil Services	3000-3999		6,199,808.00	6,258,444.00	0.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		22,247,259.00	17,055,655.00	-23.3%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		3,258,047.00	2,964,330.00	-9.0%
8) Plant Services	8000-8999		2,742,258.00	1,770,844.00	-35.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			48,159,319.00	41,835,609.00	-13.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(50,567.00)	(63,983.00)	26.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(50,567.00)	(63,983.00)	26.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	422,023.04	371,456.04	-12.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			422,023.04	371,456.04	-12.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			422,023.04	371,456.04	-12.0%
2) Ending Balance, June 30 (E + F1e)			371,456.04	307,473.04	-17.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	371,456.04	307,473.04	-17.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5058	Child Development: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	24,806.25	24,806.25
9010	Other Restricted Local	346,649.79	282,666.79
Total, Restricted Balance		371,456.04	307,473.04

Special Reserve for Other Than Capital Outlay

Fund 17

This fund is used for the accumulation of general fund dollars reserved for economic uncertainties or to cover cash flow shortages in other funds. Expenditures may not be made from this fund. Amounts from this fund must be transferred to other authorized funds before expenditures can be made.

This fund is used to cover temporary cash flow shortages in the organization's operating funds. The Child Development fund (12) maintains a \$2 million cash loan due to the nature of the funding for the grants and contracts in the Child Development fund. The majority of the funding received is on a reimbursement basis.

Summary of Fund 17 FY 2022-23 Budget:

Beginning Balance	\$ 15,725,481
Interest Revenue	<u>80,000</u>
Ending Fund Balance	\$ 15,805,481
Assigned: Unexpected Facility Repairs	\$ 1,603,154
CGM Renovations	825,000
Reserve for Economic Uncertainties	\$ 13,377,327

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,000.00	80,000.00	0.0%
5) TOTAL, REVENUES			80,000.00	80,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			80,000.00	80,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			80,000.00	80,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,645,480.70	15,725,480.70	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,645,480.70	15,725,480.70	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,645,480.70	15,725,480.70	0.5%
2) Ending Balance, June 30 (E + F1e)			15,725,480.70	15,805,480.70	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,428,154.00	2,428,154.00	0.0%
Unexpected Facility Repairs	0000	9780	1,603,154.00		
CGM Cabins	0000	9780	825,000.00		
Unexpected Facility Repairs	0000	9780		1,603,154.00	
CGM Cabins	0000	9780		825,000.00	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	13,297,326.70	13,377,326.70	0.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	13,573,620.40		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	83,642.62		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	2,050,000.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			15,707,263.02		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			15,707,263.02		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	80,000.00	80,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			80,000.00	80,000.00	0.0%
TOTAL, REVENUES			80,000.00	80,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,000.00	80,000.00	0.0%
5) TOTAL, REVENUES			80,000.00	80,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			80,000.00	80,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			80,000.00	80,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,645,480.70	15,725,480.70	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,645,480.70	15,725,480.70	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,645,480.70	15,725,480.70	0.5%
2) Ending Balance, June 30 (E + F1e)			15,725,480.70	15,805,480.70	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,428,154.00	2,428,154.00	0.0%
Unexpected Facility Repairs	0000	9780	1,603,154.00		
CGM Cabins	0000	9780	825,000.00		
Unexpected Facility Repairs	0000	9780		1,603,154.00	
CGM Cabins	0000	9780		825,000.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	13,297,326.70	13,377,326.70	0.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Special Reserve Fund for Postemployment Benefits Fund 20

The post-employment benefits fund was created in fiscal year 1996-97 exclusively for the purpose of establishing a reserve to fund the future cost of retiree's health and welfare benefits for eligible employees.

In April of 2022, an Actuarial Valuation was completed to update the total amount of the future liability of post-employment benefits. The accrued liability of the MCOE for all benefits of current and future retirees' is \$13,502,768. The report is based on information as of June 2021.

The total unfunded liability of over \$13.0 million does not include the dollars held in this reserve fund. MCOE selected to maintain this balance locally for flexibility in cash flow needs and in case the total liability should decrease, we would not be "overfunding" the liability.

MCOE has established an irrevocable trust fund to accumulate the contributions promised to pay all retiree benefits and to process the actual monthly payments of health benefit premiums for the retirees. The initial \$2,000,000 deposit to the trust occurred in July 2008. The MCOE uses the irrevocable trust fund to pay for the current benefits of the retiree's and accumulate funds for future costs. The balance as of June 30, 2021, was \$251,520 and the money-weighted rate of return was 30.55%.

Summary of Fund 20 FY 2022-23 Budget:

Beginning Balance	\$ 1,192,371
Interest Revenue	<u>8,000</u>
Assigned: Post Employment Benefit	\$ 1,200,371

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,000.00	8,000.00	0.0%
5) TOTAL, REVENUES			8,000.00	8,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,000.00	8,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,000.00	8,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,184,371.08	1,192,371.08	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,184,371.08	1,192,371.08	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,184,371.08	1,192,371.08	0.7%
2) Ending Balance, June 30 (E + F1e)			1,192,371.08	1,200,371.08	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,192,371.08	1,200,371.08	0.7%
Other Post Employment Expenses	0000	9780	1,192,371.08		
Other Post Employment Expenses	0000	9780		1,200,371.08	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,189,950.44		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,189,950.44		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G9 + H2) - (I6 + J2)			1,189,950.44		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	8,000.00	8,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,000.00	8,000.00	0.0%
TOTAL, REVENUES			8,000.00	8,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,000.00	8,000.00	0.0%
5) TOTAL, REVENUES			8,000.00	8,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,000.00	8,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,000.00	8,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,184,371.08	1,192,371.08	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,184,371.08	1,192,371.08	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,184,371.08	1,192,371.08	0.7%
2) Ending Balance, June 30 (E + F1e)			1,192,371.08	1,200,371.08	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,192,371.08	1,200,371.08	0.7%
Other Post Employment Expenses	0000	9780	1,192,371.08		
Other Post Employment Expenses	0000	9780		1,200,371.08	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

County School Facilities Fund Fund 35

This State School Building Fund was established in fiscal year 1998-99. The state and local school districts both have the ability to issue bonds to pay for school facilities. County Offices of Education are unable to issue bonds but can participate in the State's School Facility Program (SFP) funded by State bonds. Financial hardship assistance is available for those school districts and County Offices of Education which cannot provide all of the funding required to participate in (SFP) or a Full-Day Kindergarten Facilities Grant Program (FDKFGP) project. In order to receive financial hardship assistance, the MCOE must have made all reasonable efforts to raise local funding and must also demonstrate that it is unable to contribute all or a portion of the matching share requirement. If the MCOE meets the financial hardship criteria, it is eligible for financial assistance for new construction, modernization, Facility Hardship projects and/or FDKFGP.

Currently the MCOE has no projects on the OPSC funded, unfunded or acknowledged list.

Future Projects:

The MCOE will complete in 2022-23 a two-classroom Special Education building which will reside on the Dos Palos, Bryant Middle School site. The MCOE is in the process of applying for Financial Hardship assistance. The MCOE has also recently completed a study of future Special Education classroom needs and is currently working on prioritizing the projects. The funds remaining in this fund include project savings.

Summary of the Facilities Fund FY 2022-23 Budget:

Beginning Balance	\$ 3,491,509
Interest Revenue	<u>30,000</u>
Ending Fund Balance	\$ 3,521,509

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30,000.00	30,000.00	0.0%
5) TOTAL, REVENUES			30,000.00	30,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30,000.00	30,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,000.00	30,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,461,509.26	3,491,509.26	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,461,509.26	3,491,509.26	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,461,509.26	3,491,509.26	0.9%
2) Ending Balance, June 30 (E + F1e)			3,491,509.26	3,521,509.26	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,278,769.76	3,278,769.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	212,739.50	242,739.50	14.1%
State Funded Facility Projects	0000	9780	212,739.50		
State Funded Facility Projects	0000	9780		242,739.50	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,478,337.69		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			3,478,337.69		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			3,478,337.69		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	30,000.00	30,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,000.00	30,000.00	0.0%
TOTAL, REVENUES			30,000.00	30,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	30,000.00	30,000.00	0.0%
5) TOTAL, REVENUES			30,000.00	30,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			30,000.00	30,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			30,000.00	30,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,461,509.26	3,491,509.26	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,461,509.26	3,491,509.26	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,461,509.26	3,491,509.26	0.9%
2) Ending Balance, June 30 (E + F1e)			3,491,509.26	3,521,509.26	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,278,769.76	3,278,769.76	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	212,739.50	242,739.50	14.1%
State Funded Facility Projects	0000	9780	212,739.50		
State Funded Facility Projects	0000	9780		242,739.50	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
7710	State School Facilities Projects	3,278,769.76	3,278,769.76
Total, Restricted Balance		3,278,769.76	3,278,769.76

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	27.00	27.00	27.00	30.00	30.00	30.00
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]	152.00	152.00	152.00	130.00	130.00	130.00
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	179.00	179.00	179.00	160.00	160.00	160.00
2. District Funded County Program ADA						
a. County Community Schools	176.00	176.00	176.00	161.00	161.00	161.00
b. Special Education-Special Day Class	662.00	662.00	662.00	661.00	661.00	661.00
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	838.00	838.00	838.00	822.00	822.00	822.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	1,017.00	1,017.00	1,017.00	982.00	982.00	982.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	53,098.00	53,098.00	53,098.00	53,098.00	53,098.00	53,098.00
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	294.00	294.00	294.00	402.00	402.00	402.00
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c) (4)(A)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	294.00	294.00	294.00	402.00	402.00	402.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	294.00	294.00	294.00	402.00	402.00	402.00

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Adoption Date: June 21, 2022

Place: Merced County Office of Education

Signed: _____

Date: June 13, 2022

Clerk/Secretary of
the County Board

Time: 03:00 PM

(Original signature
required)

Contact person for additional information on the budget reports:

Name: Janet Riley

Title: Assistant Superintendent
Business Services

Telephone: 209-381-6725

E-mail: jriley@mcoe.org

To update our mailing database, please complete the following:

Superintendent's
Name: Steve M. Tietjen, Ed.D

Chief Business
Official's Name: Janet Riley

CBO's Title: Assistant Superintendent
Business Services

CBO's
Telephone: 209-381-6725

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.	X	
1b	ADA - County Programs	Projected ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.		X

4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
7	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements? If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certified? (Section S8A, Line 1)	X	

		<ul style="list-style-type: none"> Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 	X	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year? Approval date for adoption of the LCAP or approval of an update to the LCAP: 		X
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	X	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public
Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in
Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

X This county office of education is self-insured for workers' compensation claims through a
JPA, and offers the following information:

The MCOE budgets only for the estimated amount of
Worker's Compensation premiums expected to be paid the
Merced County Schools Insurance Group. The JPA is
insured for excess cost.

This county office of education is not self-insured for workers' compensation claims.

Signed

Date of
Meeting: Jun
21,
2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Janet Riley
Title:	Assistant Superintendent Business Services
Telephone:	209-381-6725
E-mail:	jriley@mcoe.org

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		53,098.00	0.00%	53,098.00	0.00%	53,098.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	23,323,707.00	0.00%	23,323,707.00	0.00%	23,323,707.00
2. Federal Revenues	8100-8299	25,917,519.00	-11.58%	22,917,519.00	0.00%	22,917,519.00
3. Other State Revenues	8300-8599	28,167,786.00	-1.07%	27,867,786.00	0.00%	27,867,786.00
4. Other Local Revenues	8600-8799	26,394,671.00	0.00%	26,394,671.00	0.00%	26,394,671.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		103,803,683.00	-3.18%	100,503,683.00	0.00%	100,503,683.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				24,647,187.00		25,534,486.00
b. Step & Column Adjustment				394,355.00		408,552.00
c. Cost-of-Living Adjustment				492,944.00		510,689.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	24,647,187.00	3.60%	25,534,486.00	3.60%	26,453,727.00
2. Classified Salaries						
a. Base Salaries				33,186,093.00		33,513,792.00
b. Step & Column Adjustment				530,977.00		536,221.00
c. Cost-of-Living Adjustment				646,722.00		653,276.00
d. Other Adjustments				(850,000.00)		(850,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	33,186,093.00	0.99%	33,513,792.00	1.01%	33,853,289.00
3. Employee Benefits	3000-3999	30,755,772.00	1.22%	31,131,340.00	0.68%	31,343,253.00
4. Books and Supplies	4000-4999	5,405,543.00	-23.47%	4,136,775.00	-16.95%	3,435,723.00
5. Services and Other Operating Expenditures	5000-5999	16,813,014.70	-26.83%	12,301,364.00	-15.00%	10,455,977.00
6. Capital Outlay	6000-6999	2,236,634.00	-94.41%	125,000.00	-20.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	739,236.00	0.00%	739,236.00	0.00%	739,236.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,464,048.00)	0.00%	(3,464,048.00)	0.00%	(3,464,048.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		110,319,431.70	-5.71%	104,017,945.00	-1.06%	102,917,157.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(6,515,748.70)		(3,514,262.00)		(2,413,474.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		22,158,634.33		15,642,885.63		12,128,623.63
2. Ending Fund Balance (Sum lines C and D1)		15,642,885.63		12,128,623.63		9,715,149.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		95,695.00		95,695.00
b. Restricted	9740	9,004,491.72		5,832,799.72		4,324,645.72
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,263,349.92		3,960,128.91		3,054,808.91
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,375,043.99		2,240,000.00		2,240,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		15,642,885.63		12,128,623.63		9,715,149.63
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,375,043.99		2,240,000.00		2,240,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances						
(Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	13,377,326.70		13,457,327.00		13,537,327.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		15,752,370.69		15,697,327.00		15,777,327.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		14.28%		15.09%		15.33%
F. RECOMMENDED RESERVES						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
1. Special Education Pass-through Exclusions For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA): a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s): Merced County SELPA						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		38,099,642.00		38,099,642.00		38,099,642.00
2. County Office's Total Expenditures and Other Financing Uses Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		110,319,431.70		104,017,945.00		102,917,157.00
3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)		110,319,431.70		104,017,945.00		102,917,157.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		110,319,431.70		104,017,945.00		102,917,157.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		2.00%		2.00%		2.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,206,388.63		2,080,358.90		2,058,343.14
f. Reserve Standard - By Amount						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Refer to Form 01CS, Criterion 8 for calculation details) g. Reserve Standard (Greater of Line F3e or F3f) h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		2,240,000.00		2,240,000.00		2,240,000.00
		2,240,000.00		2,240,000.00		2,240,000.00
		YES		YES		YES

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		53,098.00	0.00%	53,098.00	0.00%	53,098.00
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	17,723,147.00	0.00%	17,723,147.00	0.00%	17,723,147.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,091,353.00	0.00%	1,091,353.00	0.00%	1,091,353.00
4. Other Local Revenues	8600-8799	9,897,257.00	0.00%	9,897,257.00	0.00%	9,897,257.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(2,680,454.00)	-31.49%	(1,836,259.00)	0.00%	(1,836,259.00)
6. Total (Sum lines A1 thru A5c)		26,031,303.00	3.24%	26,875,498.00	0.00%	26,875,498.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,863,241.00		7,110,318.00
b. Step & Column Adjustment				109,812.00		113,765.00
c. Cost-of-Living Adjustment				137,265.00		142,206.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,863,241.00	3.60%	7,110,318.00	3.60%	7,366,289.00
2. Classified Salaries						
a. Base Salaries				11,032,332.00		11,429,496.00
b. Step & Column Adjustment				176,517.00		182,872.00
c. Cost-of-Living Adjustment				220,647.00		228,590.00
d. Other Adjustments				0.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,032,332.00	3.60%	11,429,496.00	3.60%	11,840,958.00
3. Employee Benefits	3000-3999	9,551,330.00	2.57%	9,796,799.00	1.93%	9,985,520.00
4. Books and Supplies	4000-4999	1,850,788.00	-10.00%	1,665,709.00	-5.00%	1,582,424.00
5. Services and Other Operating Expenditures	5000-5999	7,626,795.00	-19.37%	6,149,768.00	-5.00%	5,842,280.00
6. Capital Outlay	6000-6999	677,000.00	-81.54%	125,000.00	-20.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,034,247.00)	0.27%	(9,059,022.00)	-1.35%	(8,936,653.00)
9. Other Financing Uses						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		28,567,239.00	-4.72%	27,218,068.00	2.07%	27,780,818.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(2,535,936.00)		(342,570.00)		(905,320.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		9,174,329.91		6,638,393.91		6,295,823.91
2. Ending Fund Balance (Sum lines C and D1)		6,638,393.91		6,295,823.91		5,390,503.91
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		95,695.00		95,695.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	4,263,349.92		3,960,128.91		3,054,808.91
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,375,043.99		2,240,000.00		2,240,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,638,393.91		6,295,823.91		5,390,503.91
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,375,043.99		2,240,000.00		2,240,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	13,377,326.70		13,457,327.00		13,537,327.00
c. Unassigned/Unappropriated	9790	0.00		0.00		
3. Total Available Reserves (Sum lines E1a thru E2c)		15,752,370.69		15,697,327.00		15,777,327.00
F. ASSUMPTIONS						

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
<p>second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.</p>						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	5,600,560.00	0.00%	5,600,560.00	0.00%	5,600,560.00
2. Federal Revenues	8100-8299	25,917,519.00	-11.58%	22,917,519.00	0.00%	22,917,519.00
3. Other State Revenues	8300-8599	27,076,433.00	-1.11%	26,776,433.00	0.00%	26,776,433.00
4. Other Local Revenues	8600-8799	16,497,414.00	0.00%	16,497,414.00	0.00%	16,497,414.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	2,680,454.00	-31.49%	1,836,259.00	0.00%	1,836,259.00
6. Total (Sum lines A1 thru A5c)		77,772,380.00	-5.33%	73,628,185.00	0.00%	73,628,185.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				17,783,946.00		18,424,168.00
b. Step & Column Adjustment				284,543.00		294,787.00
c. Cost-of-Living Adjustment				355,679.00		368,483.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	17,783,946.00	3.60%	18,424,168.00	3.60%	19,087,438.00
2. Classified Salaries						
a. Base Salaries				22,153,761.00		22,084,296.00
b. Step & Column Adjustment				354,460.00		353,349.00
c. Cost-of-Living Adjustment				426,075.00		424,686.00
d. Other Adjustments				(850,000.00)		(850,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	22,153,761.00	-0.31%	22,084,296.00	-0.33%	22,012,331.00
3. Employee Benefits	3000-3999	21,204,442.00	0.61%	21,334,541.00	0.11%	21,357,733.00
4. Books and Supplies	4000-4999	3,554,755.00	-30.49%	2,471,066.00	-25.00%	1,853,299.00
5. Services and Other Operating Expenditures	5000-5999	9,186,219.70	-33.03%	6,151,596.00	-25.00%	4,613,697.00
6. Capital Outlay	6000-6999	1,559,634.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	739,236.00	0.00%	739,236.00	0.00%	739,236.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	5,570,199.00	0.44%	5,594,974.00	-2.19%	5,472,605.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		
11. Total (Sum lines B1 thru B10)		81,752,192.70	-6.06%	76,799,877.00	-2.17%	75,136,339.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(3,979,812.70)		(3,171,692.00)		(1,508,154.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		12,984,304.42		9,004,491.72		5,832,799.72
2. Ending Fund Balance (Sum lines C and D1)		9,004,491.72		5,832,799.72		4,324,645.72
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	9,004,491.72		5,832,799.72		4,324,645.72
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,004,491.72		5,832,799.72		4,324,645.72
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B-2d Salaries & wages including Benefits were adjusted for 1-time Funding						

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

- A. STANDARD: Projected County Operations Grant average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	County Operations Grant ADA
	3.0%	0 to 6,999
	2.0%	7,000 to 59,999
	1.0%	60,000 and over
County Office ADA (Form A, Estimated Funded ADA column, Line B5):	53,098	
County Office County Operations Grant ADA Standard Percentage Level:	2.00%	

1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated

Fiscal Year	County Operations Grant Funded ADA			Status
	Original Budget (Form A, Line B5)	Estimated/Unaudited Actuals	ADA Variance Level (If Budget is greater than Actuals, else N/A)	
Third Prior Year (2019-20)	56,015.00	56,573.00	N/A	Met
Second Prior Year (2020-21)	56,306.00	56,538.00	N/A	Met
First Prior Year (2021-22)	53,098.00	53098.0	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:

(required if NOT met)

- 1b. STANDARD MET - Projected County Operations Grant ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

1. CRITERION: Average Daily Attendance (continued)

- B. STANDARD: Projected ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased

from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2019-20)	277.49	917.61	56,573.00	213.77
Second Prior Year (2020-21)	277.49	917.61	56,538.00	0.00
First Prior Year (2021-22)	179.00	838.00	53,098.00	0.00
Historical Average:	244.66	891.07	55,403.00	71.26

County Office's County Operated Programs ADA Standard:

Budget Year (2022-23)				
(historical average plus 2%):	249.55	908.89	56,511.06	72.68
1st Subsequent Year (2023-24)				
(historical average plus 4%):	254.45	926.72	57,619.12	74.11
2nd Subsequent Year (2024-25)				
(historical average plus 6%):	259.34	944.54	58,727.18	75.53

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2022-23)	160.00	822.00	53,098.00	0.00
1st Subsequent Year (2023-24)	160.00	822.00	53098.0	0.00
2nd Subsequent Year (2024-25)	160.00	822.00	53098.0	0.00
Status:	Met	Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected ADA for county operated programs has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

2. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the county office's gap funding or its cost-of-living adjustment (COLA)¹ plus or minus one percent.

For excess property tax counties, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

¹ County offices that are already at or above their LCFF target funding level receive no gap funding. These county offices have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Note: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Due to the full implementation of LCFF, gap funding is no longer applicable.

Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target If status is at target, then COLA amount in Step 2b2 is used in Step 2c in Sections II and III.

Hold Harmless If status is hold harmless, then amount in Step 2c is zero in Sections II and III.

Status: Hold Harmless

		Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2021-22)	(2022-23)	(2023-24)	(2024-25)
I. LCFF Funding					
a.	COE funded at Target LCFF				
a1.	COE Operations Grant	N/A	N/A	N/A	N/A
a2.	COE Alternative Education Grant	N/A	N/A	N/A	N/A
b.	COE funded at Hold Harmless LCFF	15,968,589.00	15,968,589.00	15,968,589.00	15,968,589.00
c.	Charter Funded County Program				
c1.	LCFF Entitlement	0.00			

d. Total LCFF
(Sum of a or b, and c)

15,968,589.00	15,968,589.00	15,968,589.00	15,968,589.00
---------------	---------------	---------------	---------------

II. County Operations Grant

Step 1 - Change in Population

a. ADA (Funded) (Form A, line B5 and Criterion 1B-2)	53,098.00	53098.0	53,098.00	53,098.00
b. Prior Year ADA (Funded)		53,098.00	53098.0	53,098.00
c. Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding (Section I-a1 (At Target) or Section I-b (Hold Harmless), prior year column)	15,968,589.00	15,968,589.00	15,968,589.00
b1. COLA percentage (if COE is at target)			
b2. COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c. Total Change (Step 2b2 (At Target) or 0 (Hold Harmless))	0.00	0.00	0.00
d. Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a. Percent change in population and funding level (Step 1d plus Step 2d)	0.00%	0.00%	0.00%
b. LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	100.00%	100.00%	100.00%
c. Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

III. Alternative Education Grant

Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
(2021-22)	(2022-23)	(2023-24)	(2024-25)

Step 1 - Change in Population

a. ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	179.00	160.00	160.00	160.00
b. Prior Year ADA (Funded)		179.00	160.00	160.00
c. Difference (Step 1a minus Step 1b)		(19.00)	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-10.61%	0.00%	0.00%

Step 2 - Change in Funding Level

a. Prior Year LCFF Funding (Section I-a2 (At Target) or Section I-b (Hold Harmless), prior year column)	15,968,589.00	15,968,589.00	15,968,589.00
b1. COLA percentage (if COE is at target) (Section II-Step 2b1)	0.00%	0.00%	0.00%
b2. COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00

c.	Total Change (Step 2b2 (At Target) or 0 (Hold Harmless))	0.00	0.00	0.00
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	-10.61%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	100.00%	100.00%	100.00%
c.	Weighted Percent change (Step 3a x Step 3b)	-10.61%	0.00%	0.00%

IV. Charter Funded County Program

	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
a.	ADA (Funded) (Form A, line C3f)	0.00	0	
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	0.00	0.00	0.00
b1.	COLA percentage			
b2.	COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	0.00%	0.00%	0.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	0.00%	0.00%	0.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	0.00%	0.00%	0.00%
c.	Weighted Percent change (Step 3a x Step 3b)	0.00%	0.00%	0.00%

V. Weighted Change

Percent Change		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
a.	Total weighted percent change (Step 3c in sections II, III and IV)	-10.61%	0.00%	0.00%
LCFF Revenue Standard (line V-a, plus/minus 1%):		-11.61% to -9.61%	-1.00% to 1.00%	-1.00% to 1.00%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

DATA ENTRY: If applicable to your county office, input data in the 1st and 2nd Subsequent Years for projected local property taxes; all other data are extracted or calculated.

Excess Property Tax or Minimum State Aid County Office Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected local property taxes (Form 01, Objects 8021 - 8089)	14,408,240.00	14,409,240.00	14,409,240.00	14,409,240.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	23,194,188.00	23,188,716.00	23,188,716.00	23,188,716.00
County Office's Projected Change in LCFF Revenue:		-0.02%	0.00%	0.00%
Standard:		-11.61% to -9.61%	-1.00% to 1.00%	-1.00% to 1.00%
Status:		Not Met	Met	Met

2D. Comparison of County Office LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation
(required if NOT met)

Loss of Budget Year ADA was offset by increases in property taxes as well as minimum state guarantee.

3. CRITERION: Salaries and Benefits

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
--------------------------	----------------------------------	----------------------------------

1. County Office's Change in Funding Level

(Criterion 2C):

-0.02%	0.00%	0.00%
--------	-------	-------

2. County Office's Salaries and Benefits Standard

(Line 1, plus/minus 5%):

-5.02% to 4.98%	-5.00% to 5.00%	-5.00% to 5.00%
-----------------	-----------------	-----------------

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Percent Change	Status
	(Form MYP, Lines B1-B3)	Over Previous Year	
First Prior Year (2021-22)	79,284,353.00		
Budget Year (2022-23)	88,589,052.00	11.74%	Not Met
1st Subsequent Year (2023-24)	90,179,618.00	1.80%	Met
2nd Subsequent Year (2024-25)	91,650,269.00	1.63%	Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a.

STANDARD NOT MET - Projected ratio(s) of salary and benefit costs to total expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:

(required if NOT met)

Budget Year 22-23 reflects step/column with a settled 3% increase as well as ongoing changes in benefits. Budget Year 22-23 budgeted at full employment. Estimated Actuals balances reflect savings from unfilled positions.

4.

CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus ten percent.

For each major object category, changes that exceed the percentage change in the funded COLA plus or minus five percent must be explained.

4A. Calculating the County Office's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

1. County Office's Change in Funding Level (Criterion 2C):	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
	-0.02%	0.00%	0.00%

2. County Office's Other Revenues and Expenditures

Standard Percentage Range (Line 1, plus/minus 10%):

-10.02% to 9.98%

-10.00% to 10.00%

-10.00% to
10.00%

3. County Office's Other Revenues and Expenditures

Explanation Percentage Range (Line 1, plus/minus 5%):

-5.02% to 4.98%

-5.00% to 5.00%

-5.00% to
5.00%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the county office's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	20,055,252.00		
Budget Year (2022-23)	25,917,519.00	29.23%	Yes
1st Subsequent Year (2023-24)	22,917,519.00	-11.58%	Yes
2nd Subsequent Year (2024-25)	22,917,519.00	0.00%	No

Explanation:
(required if Yes)

Budgeted carryover of 1-time revenues. ASES Grant was changed to a federal resource. The two out years were adjusted for the 1-time revenue.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)	35,043,844.00		
Budget Year (2022-23)	28,167,786.00	-19.62%	Yes
1st Subsequent Year (2023-24)	27,867,786.00	-1.07%	No
2nd Subsequent Year (2024-25)	27,867,786.00	0.00%	No

Explanation:
(required if Yes)

Budget Year 2023 reflects the change of ASES Grant to a federal resource and adjustment for 1-time SPED Funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)	25,291,871.44		
Budget Year (2022-23)	26,394,671.00	4.36%	No
1st Subsequent Year (2023-24)	26,394,671.00	0.00%	No
2nd Subsequent Year (2024-25)	26,394,671.00	0.00%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)	6,200,236.44		
Budget Year (2022-23)	5,405,543.00	-12.82%	Yes
1st Subsequent Year (2023-24)	4,136,775.00	-23.47%	Yes

2nd Subsequent Year (2024-25)

3,435,723.00	-16.95%	Yes
--------------	---------	-----

Explanation:

(required if Yes)

Books/supplies was reduced by one time expenditures and realigned with program needs.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)

18,716,511.37		
16,813,014.70	-10.17%	Yes
12,301,364.00	-26.83%	Yes
10,455,977.00	-15.00%	Yes

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Explanation:

"(required if Yes)"

Services and other operating was reduced by one time expenditures and realigned with program needs

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	
		Over Previous Year	Status

Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2021-22)

80,390,967.44		
80,479,976.00	0.11%	Met
77,179,976.00	-4.10%	Met
77,179,976.00	0.00%	Met

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2021-22)

24,916,747.81		
22,218,557.70	-10.83%	Not Met
16,438,139.00	-26.02%	Not Met
13,891,700.00	-15.49%	Not Met

Budget Year (2022-23)

1st Subsequent Year (2023-24)

2nd Subsequent Year (2024-25)

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C is not met; no entry is allowed below.

1a.

STANDARD MET - Projected other operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

Federal Revenue

(linked from 4B

if NOT met)

Explanation:

Other State Revenue

(linked from 4B
if NOT met)

Explanation:

Other Local Revenue
(linked from 4B
if NOT met)

1b.

STANDARD NOT MET - Projected total operating expenditures changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4B above and will also display in explanation box below.

Explanation:

Books and Supplies
(linked from 4B
if NOT met)

Books/supplies was reduced by one time expenditures and realigned with program needs.

Explanation:

Services and Other Exps
(linked from 4B
if NOT met)

Services and other operating was reduced by one time expenditures and realigned with program needs

5.

CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

"NOTE:"

EC Section 17070.75 requires the county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted		3% Required		Budgeted Contribution ¹	
	Unrestricted Expenditures					
	and Other Financing Uses		Minimum Contribution		to the Ongoing and Major	
	(Form 01, Resources 0000-1999, Objects 1000-7999)		(Unrestricted Budget times 3%)		Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	28,567,239.00		857,017.17		860,000.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Explanation: (required if NOT met and Other is marked)	<input type="checkbox"/> Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
	<input type="checkbox"/> Other (explanation must be provided)

6. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources), as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data
are extracted or
calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	County Office's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	13,156,343.02	15,349,326.70	15,477,966.60
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(177,705.68)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	12,978,637.34	15,349,326.70	15,477,966.60
2.	Expenditures and Other Financing Uses			
	a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	88,751,976.67	91,924,679.73	107,534,316.86
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540, 6546, objects 7211-7213, 7221-7223)	24,024,752.31	27,516,663.09	31,461,089.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	112,776,728.98	119,441,342.82	138,995,405.86
3.	County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	11.50%	12.90%	11.10%

County Office's Deficit Spending Standard Percentage Levels

(Line 3 times 1/3):

3.80%	4.30%	3.70%
-------	-------	-------

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve

for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service

Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be

reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit (AU) of a Special Education Local Plan Area

(SELPA) may exclude from its expenditures the distribution of funds to its participating members.

6B. Calculating the County Office's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund Balance	Expenditures and Other Financing Uses	(If Net Change in Unrestricted Fund Balance is negative, else N/A)	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)		
Third Prior Year (2019-20)	(365,151.69)	22,850,019.48	1.60%	Met
Second Prior Year (2020-21)	1,967,713.00	22,379,789.01	N/A	Met
First Prior Year (2021-22)	(270,246.51)	26,455,168.87	1.02%	Met
Budget Year (2022-23) (Information only)	(2,535,936.00)	28,567,239.00		

6C. Comparison of County Office Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.
- Explanation:**
- (required if NOT met)

7. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted county school service fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

County Office Total Expenditures and Other Financing Uses ²		
Percentage Level ¹		
1.7%	0	to \$6,637,999
1.3%	\$6,638,000	to \$16,595,999
1.0%	\$16,596,000	to \$74,682,000
0.7%	\$74,682,001	and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No: 110,319,431.70

County Office's Fund Balance Standard Percentage Level: 0.70%

7A. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and,

if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): Merced County SELPA

	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540, 6546, objects 7211-7213, 7221-7223):	38,099,642.00	38,099,642.00	38,099,642.00

7B. Calculating the County Office's Unrestricted County School Service Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted County School Service Fund Beginning Balance ³		Beginning Fund Balance	Status
	(Form 01, Line F1e, Unrestricted Column)		Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2019-20)	5,968,652.05	7,842,015.11	N/A	Met
Second Prior Year (2020-21)	6,430,518.86	7,476,863.42	N/A	Met
First Prior Year (2021-22)	8,276,088.89	9,444,576.42	N/A	Met
Budget Year (2022-23) (Information only)	9174329.91			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7C. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted county school service fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:

(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$75,000 (greater of)	0	to \$6,637,999
4% or \$332,000 (greater of)	\$6,638,000	to \$16,595,999
3% or \$664,000 (greater of)	\$16,596,000	to \$74,682,000
2% or \$2,240,000 (greater of)	\$74,682,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in (Education Code Section 2574), rounded to the nearest thousand.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	110,319,431.70	104,017,945.00	102,917,157.00

County Office's Reserve Standard Percentage Level:	2.00%	2.00%	2.00%
--	-------	-------	-------

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	110,319,431.70	104,017,945.00	102,917,157.00
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	38,099,642.00	38,099,642.00	38,099,642.00
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	110,319,431.70	104,017,945.00	102,917,157.00
4. Reserve Standard Percentage Level	2.00%	2.00%	2.00%
5. Reserve Standard - by Percent			

	(Line A3 times Line A4)	2,206,388.63	2,080,358.90	2,058,343.14
6.	Reserve Standard - by Amount			
	(From percentage level chart above)	2,240,000.00	2,240,000.00	2,240,000.00
7.	County Office's Reserve Standard			
	(Greater of Line A5 or Line A6)	2,240,000.00	2,240,000.00	2,240,000.00

8B. Calculating the County Office's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except lines 4, 8, and 9):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	2,375,043.99	2,240,000.00	2,240,000.00
3.	County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4.	County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	13,377,326.70	13,457,327.00	13,537,327.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	
8.	County Office's Budgeted Reserve Amount (Lines B1 thru B7)	15,752,370.69	15,697,327.00	15,777,327.00
9.	County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	14.28%	15.09%	15.33%
County Office's Reserve Standard				
(Section 8A, Line 7):		2,240,000.00	2,240,000.00	2,240,000.00
Status:		Met	Met	Met

8C. Comparison of County Office Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your county office have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your county office have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the county school service fund operational budget.

County
Office's
Contributions
and Transfers
Standard:

-10.0% to +10.0% or
-\$20,000 to +\$20,000

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2021-22)	(2,583,663.00)			
Budget Year (2022-23)	(3,545,434.00)	961,771.00	37.2%	Not Met
1st Subsequent Year (2023-24)	(2,545,434.00)	(1,000,000.00)	(28.2%)	Not Met
2nd Subsequent Year (2024-25)	(2,545,434.00)	0.00	0.0%	Met
1b. Transfers In, County School Service Fund *				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. Transfers Out, County School Service Fund *				
First Prior Year (2021-22)	200,000.00			
Budget Year (2022-23)	0.00	(200,000.00)	(100.0%)	Not Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the county school service fund operational budget?				No

* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted county school service fund to restricted county school service fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the county office's plan, with timeframes, for reducing or eliminating the contribution.
- Explanation:
(required if NOT met)
- In Budget Year 2022-23 \$1M was transferred into a Other Restricted Resource for the purpose of purchasing two facilities/properties.
- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.
- Explanation:
(required if NOT met)
- 1c. NOT MET - The projected transfers out of the county school service fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Funds were transferred from Fund 01 to FD 11 for Adult Education

1d. NO - There are no capital projects that may impact the county school service fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded.

Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced. ¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the County Office's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your county office have long-term (multiyear) commitments?

(If No, skip item 2 and sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Criterion S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2022-23
Leases				
Certificates of Participation	17	01-0000		7,190,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1			280,153

Other Long-term Commitments (do not include OPEB):

TOTAL:				7,470,153

Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
(2021-22)	(2022-23)	(2023-24)	(2024-25)
Annual Payment	Annual Payment	Annual Payment	Annual Payment

Type of Commitment (continued)	(P & I)	(P & I)	(P & I)	(P & I)
Leases				
Certificates of Participation	575,438	572,362	573,788	576,088
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	575,438	572,362	573,788	576,088
	Has total annual payment increased over prior year (2021-22)?	No	No	Yes

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payment(s) will be funded.

Explanation:

(required if Yes to increase in total annual payments)

In 2018-19, the MCOE issued COP's in the amount of \$8.0 Million dollars. The first payment was paid in March 2019. Over the next 17 years the annual payment will average \$575K-\$580K.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. NO - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:

(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and, indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	Yes	
2.	For the county office's OPEB:		
	a. Are they lifetime benefits?	Yes	
	b. Do benefits continue past age 65?	Yes	
	c. Describe any other characteristics of the county office's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	<div style="border: 1px solid black; padding: 10px; min-height: 150px;"> <p>A prior agreement with management included life-time "capped" health benefits. As of the last actuarial there were approximately 54 individuals who qualified for benefits and about 30 that are lifetime. MCOE also has an agreement with certificated teachers and management which will provide "capped" health benefits for up to five years or Medicare age.</p> </div>	
3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Other	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or government fund	Self-Insurance Fund	Government Fund
			1,200,371
4.	OPEB Liabilities	Data must be entered.	
	a. Total OPEB liability	13,502,768.00	
	b. OPEB plan(s) fiduciary net position (if applicable)	251,520.00	
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	13,251,248.00	
	d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?	Actuarial	
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2021	
5.	OPEB Contributions	Budget Year (2022-23)	2nd Subsequent Year (2024-25)
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	1,046,041.00	1,046,041.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	884,590.00	884,590.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	797,407.00	806,393.00
	d. Number of retirees receiving OPEB benefits	54.00	54.00

S7B. Identification of the County Office's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your county office operate any self-insurance programs such as workers' "compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section 7A) (If No, skip items 2-4)"
- 2 Describe each self-insurance program operated by the county office, including details for each such as level of risk retained, funding approach, basis for the valuation (county office's estimate or actuarial valuation), and date of the valuation:

The Merced County Office of Education is a member of the Merced County Schools Insurance Group (MCSIG) JPA. MCOE is only liable for annual premiums of the workers compensation JPA. The JPA is insured for excess cost.

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

The CDE shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the governing board and the county superintendent of schools.

S8A. Cost Analysis of County Office's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	226.00	232.00	232.00	232.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

2.	Per Government Code Section 3547.5(a), date of public disclosure board meeting:			
3.	Period covered by the agreement:	Begin Date:	End Date:	
4.	Salary settlement:	Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement			
% change in salary schedule from prior year			

or

Multiyear Agreement

Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

5.	Cost of a one percent increase in salary and statutory benefits	217,939		
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
6.	Amount included for any tentative salary schedule increases			

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	17,971	18,331	18,698
3.	Percent of H&W cost paid by employer	72.0%	70.0%	69.0%
4.	Percent projected change in H&W cost over prior year	5.0%	2.0%	2.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

--	--	--

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
257,392	274,586	284,559
1.6%	1.6%	1.6%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of County Office's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of classified (non-management) FTE positions	475.0	567.0	567.0	567.0

Classified (Non-management) Salary and Benefit Negotiations

- Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

--

Negotiations Settled

2. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

3. Period covered by the agreement: Begin Date: End Date:

4. Salary settlement:

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

5. Cost of a one percent increase in salary and statutory benefits

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)
<input type="text"/>	<input type="text"/>	<input type="text"/>

6. Amount included for any tentative salary schedule increases

Classified (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	19,193	19,578	19,970
3. Percent of H&W cost paid by employer	77.0%	75.0%	74.0%
4. Percent projected change in H&W cost over prior year	5.0%	2.0%	2.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
Classified (Non-management) Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	321,533	339,745	352,085
3.	Percent change in step & column over prior year	1.6%	1.6%	1.6%

		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2022-23)	(2023-24)	(2024-25)
Classified (Non-management) Attrition (layoffs and retirements)				
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim)	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2021-22)	(2022-23)	(2023-24)	(2024-25)
Number of management, supervisor, and confidential FTE positions	175.0	191.0	191.0	191.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

236,024

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Management/Supervisor/Confidential

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Management/Supervisor/Confidential

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2022-23)	(2023-24)	(2024-25)

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 21, 2022

S10. LCAP Expenditures

Confirm that the county office of education's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	No
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
A5.	Has the county office entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:

(optional)

End of County Office Budget Criteria and Standards Review

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund.
(NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
01	0000	8100	(\$2,140,175.00)

Explanation: The MCOE budgets maintenance and operation expenses in resources 0000 and 8150. The combination of these expenses does not equal the allocation funding charged to programs. The difference is beginning balances and contributions of unrestricted funding (RRMA Contribution).

AGENDA/MEETING MATERIALS

1
2 **Agenda Content**
3

4 County Board meeting agendas shall reflect the Merced County Office of Education's
5 (MCOE) vision and goals and its focus on student learning and well-being.

6
7 *(cf. 0000 - Vision)*

8 *(cf. 0200 - Goals for the MCOE)*
9

10 County Board meeting agendas shall state the meeting time and place and shall briefly
11 describe each business item to be transacted or discussed, including items to be discussed in
12 closed session. (Government Code 54954.2)

13
14 *(cf. 9320 - Meetings and Notices)*

15 *(cf. 9321- Closed Session Purposes and Agendas)*
16

17 The agenda shall provide members of the public the opportunity to address the County Board
18 on any agenda item, including any consent agenda item, before or during the County Board's
19 consideration of the item. However, the agenda need not provide an opportunity for public
20 comment when the agenda item has previously been considered at an open meeting of a
21 committee comprised exclusively of County Board members, provided that members of the
22 public were afforded an opportunity to comment on the item, before or during the
23 committee's consideration of the item, at that meeting and the item has not been substantially
24 changed since the committee considered it. (Government Code 54954.3)
25

26 The agenda for a regular County Board meeting shall also provide members of the public an
27 opportunity to ~~testify~~provide comment at regular meetings on matters which are not on the
28 agenda but which are within the subject matter jurisdiction of the County Board. (Education
29 Code 35145.5; Government Code 54954.3)

30
31 *(cf. 9323 - Meeting Conduct)*
32

33 Each agenda for a regular meeting shall list the address designated by the County
34 Superintendent or designee for public inspection of agenda documents related to an open
35 session item that have been distributed to the County Board less than 72 hours before the
36 meeting. (Government Code 54957.5)
37

38 The agenda shall include information regarding how, when, and to whom a request for
39 specify that an individual who requires disability-related accommodations or modifications,
40 including auxiliary aids and services, may be made by an individual who requires
41 accommodations or modifications in order to participate in the County Board meeting should
42 contact the County Superintendent or designee at least 48 hours prior to the meeting.
43 (Government Code 54954.2)
44
45

AGENDA/MEETING MATERIALS

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the County Board.

Agenda Preparation

The County Board chairperson and the County Superintendent, as secretary to the County Board, may work together to develop the agenda for each regular and special meeting.

(cf. 9121 – Officers and Duties)

Any County Board member or member of the public may request that a matter within the jurisdiction of the County Board be placed on the agenda of a regular meeting. The request shall be in writing and be submitted to the County Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. The agenda item information provided must be of sufficient content to adequately describe the item to the County Board and public. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The County Board chairperson or County Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the County Board. Items not within the subject matter jurisdiction of the County Board may not be placed on the agenda. In addition, the County Board chairperson or County Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly or whether the issue is covered by an existing policy or regulation before placing the item on the agenda.

The County Board chairperson or County Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to County Board vote, an information item that does not require immediate action, or a consent item that is routine in nature and for which no discussion is anticipated.

Any County Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

(cf. 9323.2 – Actions by the Board)

All public communications with the County Board are subject to requirements of relevant policies and regulations.

AGENDA/MEETING MATERIALS

1 *(cf. 1312.1 - Complaints Concerning MCOE Employees)*
2 *(cf. 1312.2 - Complaints Concerning Instructional Materials)*
3 *(cf. 1312.3 - Uniform Complaint Procedures)*
4 *(cf. 1312.4 – Williams Uniform Complaint Procedures)*
5 *(cf. 3320 - Claims and Actions Against the MCOE)*
6 *(cf. 5144.1 - Suspension and Expulsion/Due Process)*
7

Consent Items

8
9
10 In order to promote efficient meetings, the County Board may bundle a number of items and
11 act upon them together by a single vote through the use of a consent agenda. Consent items
12 shall be items of a routine nature and items for which no County Board discussion is
13 anticipated and for which the County Superintendent recommends approval. When any
14 County Board member requests the removal of an item from the consent agenda, the item
15 shall be removed and given individual consideration for action as a regular agenda item.
16

17 The agenda shall provide an opportunity for members of the public to comment on any
18 consent agenda item that has not been previously considered. (Government Code 53635.7)
19

20 However, the agenda need not provide an opportunity for public comment when the consent
21 agenda item has previously been considered at an open meeting of a committee comprised
22 exclusively of all the County Board members provided that members of the public were
23 afforded an opportunity to comment on the item at the meeting, unless the item has been
24 substantially changed since the committee considered it. (Government Code 54954.3)
25

Agenda Dissemination to Board Members

26
27
28 At least 72 hours before each regular meeting, a copy of the agenda and agenda packet shall
29 be forwarded to each County Board member, including the County Superintendent or
30 designee's reports; minutes to be approved; copies of communications; reports from
31 committees, staff, citizens, and others; and other available documents pertinent to the
32 meeting.
33

34 When special meetings are called, County Board members shall receive, at least 24 hours
35 prior to the meeting, notice of the business to be transacted. (Government Code 54956)
36

37 County Board members shall review agenda materials before each meeting. Individual
38 members may confer directly with the County Superintendent or designee to ask questions
39 and/or request additional information on agenda items. However, a majority of County
40 Board members shall not directly or through intermediaries or electronic means discuss,
41 deliberate, or take action on any matter within the subject matter jurisdiction of the County
42 Board.
43

44 *(cf. 9012 – Board Member Electronic Communications)*
45

AGENDA/MEETING MATERIALS

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the County Board shall be made available to the public upon request without delay. Only those documents which are public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the agenda shall be posted on the homepage of the MCOE web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the MCOE's agenda management platform in accordance with Government Code 54954.2. When the MCOE utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the County Board meeting agendas, and the current agenda shall be the first available. (Government Code 54954.2)

(cf. 1113 - MCOE Web Sites)

(cf. 1340 - Access to MCOE Records)

If a document which relates to an open session agenda item of a regular County Board meeting is distributed to the County Board less than 72 hours prior to a meeting, the County Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the County Board. (Government Code 54957.5)

The County Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the County Board, whichever occurs first. (Government Code 54954.1)

The County Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the County Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

AGENDA/MEETING MATERIALS

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the County Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by MCOE or the County Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person and presented at the meeting shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the County Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Legal Reference: (see next page)

AGENDA/MEETING MATERIALS

Legal Reference:

EDUCATION CODE

35144 Special meetings

35145 Public meetings

35145.5 Right of public to place matters on agenda

49061 Student records; definitions

49073.2 Privacy of student and parent/guardian personal information

GOVERNMENT CODE

6250-6270 Public Records Act

53635.7 Separate item of business

54954.1 Mailed agenda of meeting

54954.2 Agenda posting requirements; board actions

54954.3 Opportunity for public to address legislative body

54954.5 Closed session item descriptions

54956 Brown Act open meeting laws; special meetings

54956.5 Emergency meetings

54957.5 Public records

54960.2 Challenging board actions; cease and desist

95000-95029 California Early Intervention Services ActUNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.160 Effective communications

36.303 Auxiliary aids and services

COURT DECISIONSMooney v. Garcia, (2012) 207 Cal.App. 4th 229

Caldwell v. Roseville Joint Union HSD, 2007 U.S. Dist. LEXIS 66318

ATTORNEY GENERAL OPINIONS

99 Ops. Cal. Atty. Gen. 11 (2016)

99 Ops. Cal. Atty. Gen. 18 (2016)

78 Ops. Cal. Atty. Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONSCall to Order: A Blueprint for Great Board Meetings, 2015~~8~~The Brown Act: School Boards and Open Meeting Laws, rev. 2014~~9~~ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, California Attorney General's Office, rev. 2003

WEB SITESCSBA, Agenda Online: <http://www.csba.org>California Attorney General's Office: <http://www.oag.ca.gov>

Bylaw Adopted: 8/16/2010;

MERCED COUNTY BOARD OF EDUCATIONRevised: 12/16/13, 11/16/2020, FOR REVIEW 6/13 & APPROVAL 6/21/22 Merced, California

**MERCED COUNTY OFFICE OF EDUCATION
Superintendent Salary Schedule**

Effective 07/01/21	
Based upon January 1, 2021 salary schedule plus 3%	
STEP	ANNUAL
1	183,718
2	192,904
3	202,549
4	212,676
5	223,310
6	231,126
7	239,215
8	245,195
9	251,325

Effective 07/01/22	
Based upon January 1, 2022 salary schedule plus 4%	
STEP	ANNUAL
1	232,243
2	240,372
3	248,785
4	255,005
5	261,380

Effective 07/01/23	
Based upon January 1, 2023 salary schedule plus 2%	
STEP	ANNUAL
1	236,888
2	245,179
3	253,760
4	260,104
5	266,607

- \$6000 will be awarded for a Doctorate Degree from a university or college accredited by the Western Association of Schools and Colleges.
- The County Superintendent is not eligible for an automobile or cell phone allowance.
- This schedule shall be adjusted only with the approval of the Merced County Board of Education. *
- Employee shall possess the appropriate credential in order to be placed on the above salary schedule.

*In accordance with Education Code 1209, this schedule was formally adopted on _____ by the Merced County Board of Education as the new Superintendent Salary Schedule effective July 1, 2022.