

**AGENDA**  
**MERCED COUNTY BOARD OF EDUCATION**  
**February 22, 2022**  
**REGULAR BOARD MEETING**

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

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*[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/92140947958?pwd=ekN3U09BZ1MrS1BweUdRN1NBMWlMdz09> or by phone at: 1-669-900-6833 Meeting ID: 921 4094 7958 Passcode: 286143

**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. 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 January 18, 2022  
B. **Resolution No. 2022-04** Recognizing March 2022 as Arts Education Month

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**IV. Written Communications**

- A. Correspondence Received By Chairperson  
B. Correspondence Received By Board Members  
1. Form 700 – Statement of Economics Interests  
C. Correspondence Received By Superintendent

**V. 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*).

**VI. Future Agenda Items**

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

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| A. Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP) for Merced County Office of Education, Merced Scholars Charter School, and Come Back Charter School | May T. Moua<br><i>Director-Ed. Svcs.</i>         |
| B. Local Control Funding Formula (LCFF) Budget Overview for Parents 2021-22 for Merced County Office of Education, Merced Scholars Charter School, and Come Back Charter School                    | May T. Moua<br><i>Director-Ed. Svcs.</i>         |
| C. A-G Completion Improvement Grant Program Plan   | Paula Heupel<br><i>Coordinator-Ed. Svcs.</i>     |
| D. Review of Board Bylaws: (For approval at the March Board Meeting)<br><br>9150 – Student Body Members [non-applicable]<br>9320 – Meetings and Notices  | Steve M. Tietjen<br><i>County Superintendent</i> |
| E. Board Member's Report ( <i>if any</i> )   | Board Members                                    |
| F. Superintendent's Report<br>1. Report on Our Schools – March 3, 2022<br>2. COVID-19 Update   | Steve M. Tietjen                                 |

**VIII. Business Items for Action**

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| A. <u>Uniform Complaint Report Summary</u><br><br>It is recommended that the Board of Education review and approve the Uniform Complaint Report Summary for Quarterly Period October 2021 through December 2021<br><br>Motioned by _____ Seconded by _____ Vote _____  | Paula Heupel<br><i>Coordinator-Ed. Svcs.</i> |
| B. <u>Merced Scholars Charter School Petition for Material Revision</u> [Resolution No. 2022-05]<br><br>The Board of Education will consider and take action to approve or deny the charter petition of the Merced Scholars Charter School<br><br>1. MCOE Charter School Petition Review Team recommendation report of the Merced Scholars Charter School<br><br>2. Open Public Hearing<br><br>3. Close Public Hearing | Janet Riley<br><i>Asst. Supt.-Bus. Svcs.</i> |

4. Approve **Resolution No. 2022-05** Approving Material Revision  
Petition Filed by Merced Scholars Charter School by the Governing  
Board of the Merced County Board of Education

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Roll Call Vote: Brett \_\_\_\_\_  
Chavez \_\_\_\_\_  
Fagundes \_\_\_\_\_  
Hanks \_\_\_\_\_  
Honoré \_\_\_\_\_

**IX. Adjournment: \_\_\_\_\_ PM**

Motioned by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

**Americans With Disabilities Act Assistance:** Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at (209) 381-6601 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of 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 13<sup>th</sup> Street, Merced, CA 95341, during normal business hours. The agenda is made available on our website: [www.mcoe.org](http://www.mcoe.org) (Government Code 54957.5) (Board Bylaw 9320 & 9322)

Merced County Board of Education

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# Consent Agenda



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



**MINUTES**  
**MERCED COUNTY BOARD OF EDUCATION**  
**January 18, 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/95220738983?pwd=aFRJS21LZmx4YnRRS2dJczZDY003Zz09> or by phone at: 1-669-900-6833 Meeting ID: 952 2073 8983 Passcode: 543737

**I. Opening**

- A. Board Chairperson, Geneva Brett, called the regular meeting of the Merced County Board of Education to order at 3:03 PM.
- B. Members present were Geneva Brett, Fred Honoré, and Dennis Hanks. Frank Fagundes and Chris Chavez were absent.
- C. Others Present: Cindy Gentry, Cindy Heaton, Gigi Bettis, Jennifer Scheidt, Maria Duran-Barajas, May T. Moua, Nathan Quevedo, Elvira Lopez, Darin Dupont, Ken Robbins, John Magneson, Eva Chavez, Susan Coston, Janet Riley, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent.

**II. Flag Salute – Pledge Allegiance to the Flag**

**III. 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 December 13, 2021
- B. **Resolution No. 2022-01** Recognizing February 2022 as Black American History Month

Fred Honoré moved and Dennis Hanks seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 3-0 (*Fagundes & Chavez were absent*).

**IV. Written Communications**

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

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

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

None.

**VI. Future Agenda Items**

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

- A. Board Member's Report *(if any)*: None.
- B. Superintendent's Report: Steve Tietjen reported on the following:
  - 1. Student Events 2021-22 Schedule Update
  - 2. MCSBA Spring Dinner – March 23, 2022 @ Gustine Middle School
  - 3. COVID-19 Update
  - 4. Governor's Budget

## VIII. Business Items for Action

### A. Outstanding Employee Selection Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Outstanding Employee Selection Committee* (current rep: Frank)

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select **Frank Fagundes** to serve as Board Representative of the Outstanding Employee Selection Committee. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

### B. MCSBA Executive Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County School Boards Association (MCSBA) Executive Committee*. (current rep: Dennis) [2-year term]

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select **Geneva Brett** to serve as the Board Representative of the Merced County School Boards Association (MCSBA) Executive Committee. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

### C. Head Start Policy Council

It is recommended that the Board of Education select a Board Representative to serve on the *Head Start Policy Council*. (current rep: Geneva) [2-year term]

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select **Geneva Brett** to serve as the Board Representative of the Head Start Policy Council. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

### D. Merced County Committee on School District Organization

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County Committee on School District Organization*. (current rep: Geneva) [4-yr term]

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to select **Geneva Brett** to serve as the Board Representative of the Merced County Committee on School District Organization. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

E. Merced County Board of Education Regular Meeting Schedule

It is recommended that the Board of Education approve the Merced County Board of Education Regular Meeting Schedule for July 2022 through June 2023

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve the Merced County Board of Education Regular Meeting Schedule for July 2022 through June 2023 as submitted. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

F. Two Years Additional Service Credit Resolution [Resolution No. 2022-02]

It is recommended that the Board of Education approve **Resolution No. 2022-02** Providing A Designated Period From May 15, 2022, Through August 15, 2022, for Two Years Additional Service Credit for Members Eligible to Retire in All Classifications from the Los Banos Unified School District

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve Resolution No. 2022-02 Providing A Designated Period From May 15, 2022, Through August 15, 2022, for Two Years Additional Service Credit for Members Eligible to Retire in All Classifications from the Los Banos Unified School District. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

G. MCOE Adjusted Trustee Area Boundaries [Resolution No. 2022-03]

It is recommended that the Board of Education review and adopt the Merced County Office of Education Adjusted Trustee Area Boundaries Based on 2020 Census

1. Open Public Hearing: Geneva Brett open the public hearing.
2. Close Public Hearing: There were no comments made. Geneva Brett closed the public hearing.
3. Approve **Resolution No. 2022-03** Approving Adjusted Trustee Area Boundaries Based on the 2020 Census

**Fred Honoré** moved and **Dennis Hanks** seconded a motion to approve Resolution No. 2022-03 Approving Adjusted Trustee Area Boundaries Based on 2020 Census. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

Vote (by roll call)	Brett	<u>Yes</u>
	Chavez	<u>Absent</u>
	Fagundes	<u>Absent</u>
	Hanks	<u>Yes</u>
	Honoré	<u>Yes</u>

H. Federal Addendum Annual Update

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

Cindy Gentry provided a provided the update.

**Fred Honoré** moved and **Dennis Hanks** seconded a motion to approve the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Annual Update as presented. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

I. School Accountability Report Cards (SARCs) 2020-2021

It is recommended that the Board of Education approve the 2020-2021 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School

Cindy Gentry provided the reports.

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve the 2020-2021 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

J. School Accountability Report Cards (SARCs) 2020-2021

It is recommended that the Board of Education approve the 2020-2021 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School

Cindy Heaton provided the reports.

**Dennis Hanks** moved and **Fred Honoré** seconded a motion to approve the 2020-2021 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

*The Board identified closed session agenda item(s) and proceed into Closed Session.  
The public was invited to comment on identified items prior to adjournment into Closed Session.*

**IX. Closed Session for Appeal of Pupil Expulsion #2022-01**

4:00 PM – **Expulsion # 2022-01**

The Merced County Board of Education met in closed session for the appeal of Pupil Expulsion #2022-01.

**X. Executive Session for Board Deliberation of Pupil Expulsion # 2022-01**

The Merced County Board of Education met in Executive Session to deliberate Pupil Expulsion #2022-01.

**XI. Closed Session for Action of Pupil Expulsion #2022-01**

*The Board will proceed into Open Session.*

**XII. Open Session – Reported Action of Pupil Expulsion # 2022-01**

In the Appeal of Pupil Expulsion #2022-01, **Dennis Hanks** moved and **Fred Honoré** seconded a motion that the Merced County Board of Education adopt the Findings of Facts and the Order affirming the decision of the Gustine Unified School District Board of Trustees. The motion carried with a vote of 3-0 (*Fagundes and Chavez were absent*).

Vote (by roll call)	Brett	<u>Yes</u>
	Chavez	<u>Absent</u>
	Fagundes	<u>Absent</u>
	Hanks	<u>Yes</u>
	Honoré	<u>Yes</u>

**XIII. Adjournment**

**Dennis Hanks** moved and **Fred Honoré** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:37PM. The motion carried with a vote of 3-0 (*Fagundes & Chavez were 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. 2022-04**

**PROCLAMATION  
ARTS EDUCATION MONTH  
March 2022**

- Whereas,** Arts Education, which includes dance, music, theater, and the visual arts, is an essential and integral part of basic education for all students, in pre-kindergarten, kindergarten, and grades 1 through 12; and,
- Whereas,** the Arts are crucial to achieving a state educational policy that is devoted to the teaching of basic academic skills and lifelong learning capacities with the goal of truly preparing all children for success after high school regardless of gender, age, economic status, physical ability, or learning ability; and
- Whereas,** a systematic substantive, and sequential visual and performing arts curriculum addresses and develops ways of thinking, questioning, expression, and learning that complement learning in other core subjects, but that is unique in what it has to offer; and
- Whereas,** pupils benefit from arts learning in the areas of cultural understanding, readiness for learning and creative thinking, cognitive outcomes, emotional intelligence and expression, social interaction and collaboration, and preparation for the workplace and lifelong learning; and
- Whereas,** many national and state professional arts education associations hold celebrations in March giving California schools a unique opportunity to focus on the value of the arts for all pupils, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, and to enhance public support for this essential part of the curriculum; and
- Now, Therefore Be It Resolved,** that the Merced County Board of Education proclaims the Month of March 2022 as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs for pupils, teachers, and the public that demonstrate learning and understanding in the visual and performing arts.

**Adopted** this 22<sup>nd</sup> day of February year of 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

Merced County Board of Education

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# Written Communication



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



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

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

February 3, 2022

**TO:** Designated Management Employees  
Merced County Board of Education

**FROM:** Steve M. Tietjen, Ed.D. *SMT*  
County Superintendent of Schools

**RE:** Form 700 – Statement of Economics Interests

The Political Reform Act requires certain officials and employees who serve in positions designated in an agency's conflict-of-interest code to file a Statement of Economic Interests (Form 700). As a "designated employee" of the Merced County Office of Education (MCOE), you are required to submit a statement on or before April 1, 2022. Except for deadlines that fall on Saturday, Sunday or an official state holiday, there is no provision in the law for an extension of a filing deadline. Late statements are subject to a \$10 per day late fine.

Those designated employees/officials who have nothing to disclose may use the short version of the form. Those employees/officials who are disclosing information must complete the proper schedules. (MCOE Policy 9270)

For more information a Reference Pamphlet is provided by the California Fair Political Practices Commission. You may also visit their website at: [www.fppc.ca.gov](http://www.fppc.ca.gov)

Please complete the appropriate form(s) with information covering the period of January 1, 2021, through December 31, 2021, and return it to my assistant, Elvira Lopez, no later than Tuesday, March 29, 2022.

SMT/el

Attachments



Merced County Board of Education

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# Superintendent's and Board Members Report



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



## 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 2021-22 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](mailto: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



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

### Goal 1

**All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.**

### Rationale

This Broad Goal was developed in response to Priorities 2, 4, 7, and 8. Our LEA will continue this goal from our previous three-year LCAP. 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. Baselines included were provided from available data sources. With stakeholder 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 stakeholder 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.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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	Data not available due to no Dashboard in 2021	All students and Low Income: 100 points below standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Foster Youth: not available Students with Disabilities: not available		
	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%	100%	100%
	STAR360 data from Star Summary report in Reading and Math - median GE as measured by Benchmark 2	2020-21 Reading All Students GE 5.3 Reading EL GE 4.4 Reading FY GE 5.4 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	Benchmark 2 will be available April 1	Reading All Students GE 6.5 Reading EL GE 5.5 Reading FY GE 6.5 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

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	English 3D Reading Inventory - % showing proficiency on Spring Benchmark	2020-21 13%	Spring benchmark will be available in May	18%
	English Learner reclassification rate	2020-21 9%	2021-22 In progress - 2% so far	15%
	% of students with disabilities enrolled in programs and services with access to general education more than 80% of their day	2020-21 100%	100%	100%
	State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	2020-21 ELA - 3.1 avg ELD - 3.3 avg Math - 3.1 avg	not available until April	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
	State reflection tool - Having CCSS aligned instructional materials in ELA/Math/EL	2020-21 ELA - 3.3 avg ELD - 3.3 avg Math - 3.3 avg	not available until April	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
	State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	2020-21 ELA - 3.2 avg ELD - 3.1 avg Math - 3.3 avg	not available until April	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
	Increase teacher use of interim assessments	20/21 - 1 IAB per year	not available until March	2 IABs per year
	Annual credit completion averages - Quarters 1-3	20/21- 8.85 credits avg	not available until Q3 ends - end of March	12 credits avg

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Technology Plan</b> To ensure continuous access to technology, we will create and implement a	ongoing	No		LCFF 27,840.75 Federal 5,000.00	\$32,840.75	\$106.86  Shifting priority, have not created the plan

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	strategic technology refresh plan to provide our students access to technology for instructional learning and enrichment purposes.							yet but have been replacing technology items as needed. Devices are repaired and additional chargers have been purchased.
<b>1.2</b>	<b>Professional Development</b> 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.	ongoing	Yes			LCFF 4,317.60	\$4,317.60	\$2,281.44  PD days have been scheduled into the annual calendar for collaboration opportunities. 1-2 per month
<b>1.3</b>	<b>Individual Student Progress Monitoring</b> 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	ongoing	No	LCFF 22,110.97 Federal 22,110.97			\$44,221.94	\$14,612.02  Counselors hold quarterly credit meetings with students to monitor progress towards graduation. Students with disabilities receive quarterly progress report towards IEP goals.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	will receive quarterly progress reports towards goals.						
<b>1.4</b>	<b>Supplemental Curriculum</b> 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.	ongoing	No		Federal 8,095.50	\$8,095.50	\$952.01  Student and teacher licenses purchased; curriculum and PD purchased 12/21
<b>1.5</b>	<b>Formative and Benchmark Assessments</b> 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.	ongoing	Yes		LCFF 14,032.20	\$14,032.20	\$0  Benchmark 1 and Fall Reading Inventory have been administered. Used one time funding for this expenditure.
<b>1.6</b>	<b>Supplemental Staff</b>	ongoing	Yes	LCFF \$2,620,328.00		\$2,620,328.00	\$519,535



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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. 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.						Supplemental staff have been retained or backfilled.
<b>1.7</b>	<b>Career Technical Education</b> 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.	ongoing	No	LCFF 128,906.00 Other State 400,000.00		\$528,906.00	\$61,512  CTE courses being offered at schools and 1 Career Technician employed at VCS Los Banos.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.8	<b>Individualized Learning</b> 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.	ongoing	No	LCFF 246,599.00		\$246,599.00	\$81,058  IS and core teachers providing supports to students on an Individualized Education Plan.

## Goal 2

**Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.**

### Rationale

This Broad Goal was developed in response to Priorities 3 and 6. Our LEA identified the need to continue this goal from our previous three-year LCAP after reviewing stakeholder feedback and survey results. We want to increase the engagement and support of students and parents as stakeholders 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 stakeholder input, the actions were created and prioritized and will be implemented to move forward in achieving this goal and the desired outcomes established.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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 0.6% - All students *% - English Learners *% - Low Income *% - Foster Youth *% - 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% avg all students 65% English Learners 63% Low Income n/a - Students with disabilities 69% - Foster Youth	75% all students 55% English Learners 75% Low Income
	School Climate Surveys % Students reporting strongly agree or agree on the Spring survey	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%	not available until April	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	In progress - 7 completed	20 field trips
	School Events held - Family nights, heritage day, Back to School, Open House	2019/20 - 20 planned events	In progress - 6 completed	20 planned events
	After school activities/clubs	2019/20 - 25 planned activities	In progress - 7 activities	25 planned activities
	Parent Engagement and Participation Rate as measured by survey % reporting strongly agree or agree	2020/21- 67.14%	not available until April	70%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Parent participation in school events, activities, committees and feedback surveys per count of log in sheets	2020/21- 45%	In progress	55%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>Build a Positive School Culture Advocating Student Leadership</b> 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.	ongoing	No		LCFF 16,191.00	\$16,191.00	\$158  Rox Club and Leadership Club started
2.2	<b>Professional Development &amp; Resources</b> Through surveys from all stakeholders, 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	ongoing	Yes		LCFF 5,181.00	\$5,181.00	\$3,595  Purchased Why Try curriculum including Resilience for Youth, workshops with Lauren Hodges, BEST screeners purchased

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	professional development and resources to promote social-emotional wellness.						
<b>2.3</b>	<b>Multi Tiered System of Support</b> 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.	ongoing	No		Federal \$2,591.00	\$2,591.00	\$5,082  School psych providing PBIS training for staff and small groups work at LB and Merced Valley
<b>2.4</b>	<b>Parent Education</b> 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 participation in feedback surveys to guide decision-making with a focus on participation from unduplicated student groups.	ongoing	No		LCFF \$10,794.00	\$10,794.00	\$392  Back to School Nights/Title I meetings
<b>2.5</b>	<b>Student Supports</b> Offer counseling, tutoring, and mentoring services to students to address low	ongoing	Yes	LCFF 195,274.00		\$195,274.00	\$38,432  Continued Hazel Health contract, one IA

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	graduation rates and high rates of social-emotional learning needs, academic needs, and physical wellness.						for tutoring, one Cal Soap tutor at each site, one student advocate, hired 3 Youth Engagement Specialists
<b>2.6</b>	<b>Safe School Environment</b> 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.	ongoing	No	LCFF	286,597.00	\$286,597.00	\$112,830  SRO and 5 liaisons on staff

### Goal 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.**

#### Rationale

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, 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 stakeholder feedback from surveys, we decided to create a 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 and even higher among our English Learners and students with disabilities. 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 students groups, our high rates are concerning and must be addressed. In 2018/19, the State of CA's Chronic Absenteeism rates were 12.1% all students, 12.5% for English Learners, 15.2% for low-income students, and 19.5% for students with disabilities.

In our local survey feedback, 69% of our staff, student, and parent/family combined stakeholder 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 stakeholder 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 to all of our stakeholder 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.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Attendance Rate as measure by P2	2019/20 - 82%	2021/22 - not available until April	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	Rates available/hold harmless for 2020/21 88% - All student groups 60% - Unduplicated students 93% - English Learners 89% - SED 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%	Fall Semester - 39%	40%
	Local data plan - students with 10 or more absences in Fall Semester for students enrolled at least 30 days	2020/21- 62%	Fall Semester - 53%	50%
	Hold SART (School Attendance Review Team) meetings for those who meet criteria	no baseline data available	In progress	100% of families who meet criteria will have a SART meeting and a plan in place.

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Parent Communication</b> The unduplicated student population and students with disabilities have some of the highest rates of	ongoing	No	LCFF 10,301.00		\$10,301.00	\$566  Continued to use Parent Square for notifications, provided

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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.								translation of all posted plans, planning to hold parent activities in the Spring.
<b>3.2</b>	<b>Tiered Interventions &amp; Supports</b> 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	ongoing	Yes	LCFF	44,851	LCFF	790	\$45,641.00	\$16,925  SART teams are being established and school staff are using the interventions in Aeries for referrals of attendance.
<b>3.3</b>	<b>High Interest Activities</b> 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)	ongoing	Yes	LCFF	87,940.00	LCFF	20,000.00	\$107,940.00	\$1,615  Trips and Activities: Merced River, Monterey, Museum, courthouse, bowling, baseball game, Driver's Ed, Sports-basketball, self defense, cooking, baking, arts, filmmaking



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	<b>Incentives and Recognition</b> 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.	ongoing	Yes		LCFF 21,588.00	\$21,588.00	\$431  Red Critter, STRIVE incentives, food incentives to improve attendance/behavior
3.5	<b>Data Analysis</b> In order to share timely data with our stakeholders, 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.	ongoing	No	LCFF 3,678.00		\$3,678.00	\$2,655  Leadership has completed 1st quarter, 2nd quarter, and Fall semester attendance analysis and shared results with educational partner groups.

## Goal 4

**Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled Youth.**

### Rationale

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.

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	SARC teacher credentialing information unavailable at the time of this report	100%
	Sufficient core instructional materials by annual Board resolution	20/21 - 100%	100%	100%
	School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	100%	100%
	Triennial Plan for Expelled Students- maintain % of school districts involved in reviewing and using services of plan	20/21- 100%	100%	100%
	Staff logs for school districts receiving training/supports/direct services	Baseline 20/21, 10 school districts participated.	in progress - 21	100%
	Collaboration with agencies for FY support as measure by logs and sign in sheets	Baseline 20/21, 7 agencies participated.	in progress -13	20 agencies
	Direct services to unduplicated FY as measured by staff logs	Baseline 20/21, 294 unduplicated students	in progress - 228	50 students

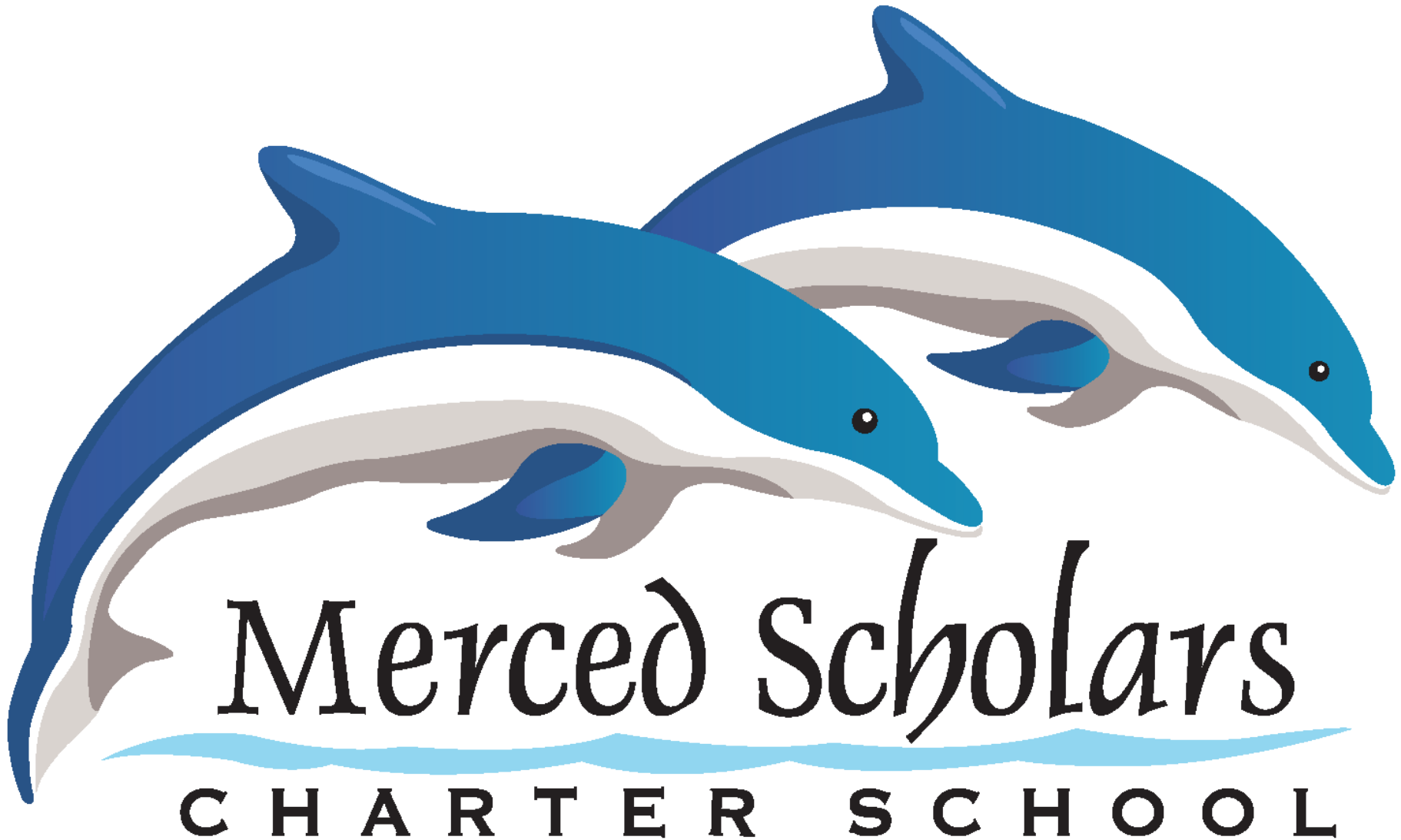
## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>Highly Qualified Staff</b> Employ certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	ongoing	No	LCFF 2,499,288.00		\$2,499,288.00	\$673,164  We actively seek properly certificated and classified staff to fill open positions or newly created positions.
4.2	<b>Curriculum &amp; Instruction</b> Provide CCSS aligned curriculum for the core	ongoing	No		LCFF 80,955.00	\$80,955.00	\$3,885

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	program, credit recovery opportunities, and supplemental instruction.						We provide CCSS adopted curriculum to all students enrolled for the core programs.
<b>4.3</b>	<b>Triennial Plan for Expelled Youth</b> Provide services per the Triennial plan for provision of services to expelled students	ongoing	No	LCFF 26,985.00		\$26,985.00	\$12,263  We continue to provide services to expelled students within the County.
<b>4.4</b>	<b>Identification of Foster Youth</b> Assist school districts and other service providers in the identification of foster youth students and with gather necessary documentation to provide seamless educational support.	ongoing	No	Other State 140,724.00		\$140,724.00	\$40,372  in progress
<b>4.5</b>	<b>Transportation Services</b> 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.	ongoing	No	Other State \$14,073.00		\$14,073.00	\$4,037  in progress
<b>4.6</b>	<b>LCAP Oversight and Support</b> Provide assistance to school districts in the development of their LCAP with respect to actions and services for foster youth	ongoing	No	Other State \$14,073.00		\$14,073.00	\$4,037  in progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and provide oversight of the district's LCAPs with respect to foster youth services and actions.						
<b>4.7</b>	<b>Foster Youth Support Services</b> Provide support services to foster youth such as: transportation, tutorial services, postsecondary education options and referrals, FAFSA applications, and referrals to local support agencies.	ongoing	No	Other State \$56,289.00		\$56,289.00	\$16,149 in progress
<b>4.8</b>	<b>Coordination of Services with Stakeholders</b> Facilitate collaboration and coordination of services between stakeholders 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.	ongoing	No	Other State 0		\$0.00	\$32,418 in progress
<b>4.9</b>	<b>Professional Development and Support</b> Offer intensive trainings sessions, county-wide presentations, workshops and technical support to assist school districts in	ongoing	No	Other State \$186,997.00		\$186,997.00	\$20,475 in progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	establishing protocols for identifying and enrolling foster youth and providing health and education related services						



## **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 2021-22 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](mailto: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



**2021-22 Local Control Accountability Plan (LCAP)  
Actions & Services Mid-Year Report**

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

## Goal 1

**Inclusive Academic Instruction - Provide students the services, resources, and supports to improve and maintain academic outcomes.**

### Rationale

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.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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	Data not available due to no Dashboard in 2021	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	Data not available due to no Dashboard in 2021	50%															
	Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	100%	100%															
	NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart by grade level and averaged for grade span	not available until May 2022	<table><tr><td>ELA</td><td colspan="2">Math</td></tr><tr><td>TK-3:</td><td>13.91</td><td>15.22</td></tr><tr><td>4-6:</td><td>6.62</td><td>9.57</td></tr><tr><td>7-8:</td><td>3.91</td><td>5.95</td></tr><tr><td>9-12:</td><td>1.56</td><td>2.66</td></tr></table>	ELA	Math		TK-3:	13.91	15.22	4-6:	6.62	9.57	7-8:	3.91	5.95	9-12:	1.56	2.66
ELA	Math																		
TK-3:	13.91	15.22																	
4-6:	6.62	9.57																	
7-8:	3.91	5.95																	
9-12:	1.56	2.66																	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	English 3D Reading Inventory	20/21 Winter Benchmark 29% Proficient	Spring benchmark will be available in May	40%
	EL reclassification rate	2019-20 = 0%	2021-22 In progress - at 8.57% so far	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	not available until April 2022	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	not available until April 2022	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 3.22 ELD avg 2.89 Math avg 2.67	not available until April 2022	ELA avg 4.0 ELD avg 4.0 Math avg 4.0

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>MTSS Tiered Intervention System - Academic</b> 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,	ongoing	No	LCFF 31154		\$31,154.00	\$2,886.43  Expenditures include staff salaries related to academic intervention support.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	staff, and parent input. Interventions for TK-2 will be determined primarily by staff and parent input. (WASC)								
<b>1.2</b>	<b>Instructional Support Staff</b> 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.	ongoing and developing	Yes	LCFF	143089			\$170,474.00	\$4,373.62  Need to replace current vacancies and will add on additional vacancies when filled.
<b>1.3</b>	<b>Formative Assessment</b> 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 and Special Education	ongoing	No	LCFF	15008	LCFF	2000	\$17,008.00	\$5,057.89  Assessment license renewed and increased for more students and portion of instructional support staff paid.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students, and 3) the data produced is cohesive among the system. (WASC)						
<b>1.4</b>	<b>Elementary Curriculum</b> 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.	ongoing	No		LCFF 12,500 Other State 12,500	\$25,000.00	\$78,093.50  Significant increase in enrollment due to AB 130 required the purchase of additional licenses and print material to support the elementary program.
<b>1.5</b>	<b>Instructional Support Materials</b> 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.	ongoing	No		Federal 5,000	\$5,000.00	\$2,332.80  Additional support materials licenses purchased.
<b>1.6</b>	<b>Professional Development</b> 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	implementing and ongoing	Yes		LCFF 8,000 Federal 4,000	\$12,000.00	\$4,251.90  PD has been planned will be provided throughout the remainder of the year. Expenditures related to charter conferences..

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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.								
1.7	<b>Arts and Music</b> 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.	ongoing	Yes	LCFF	12147	LCFF	20000	\$32,147.00	\$0.00  Classes in art, dance, and other extracurricular activities in process. Expenditures on such activities to be listed once services have been rendered.

## Goal 2

**College and Career Ready - Ensure graduating students are college and career ready.**

### Rationale

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.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	College and Career Indicator (CCI)	19/20 - 14.7%	Data not available due to no Dashboard in 2021	50%
	# of students concurrently enrolled at Merced College	20/21 - 10	Fall 2021 - 3 Spring 2022 - 9	25
	# of Merced College courses taken by students	20/21 - 21	Fall 2021 - 4 Spring 2022 - 14	50
	a-g Completion Rate	18/19 - 0%	not available until May of 2022	40%
	# of students receiving State Seal of Biliteracy	20/21 - 4	3	8
	# of CTE Completers	20/21 - 3	not available until May 2022	20

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>College Materials and Resources</b> The school will continue to purchase the textbook and other materials for students taking concurrent classes at Merced College.	ongoing	No		LCFF 6,000	\$6,000.00	\$0.00  First semester resources billed following semester. Spring semester books free from Merced College.
2.2	<b>Career Technical Education (CTE) Resources</b> 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.	ongoing	No		LCFF 12000 Other State 5000	\$17,000.00	\$1,795.00  Some materials purchased. Additional materials equipment purchased and expenses will meet or exceed estimates.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.3	<b>College and Career Activities</b> 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.	ongoing	Yes	LCFF	51943	LCFF	3000	\$54,943.00	\$1,443.77  Pandemic has limited ability to schedule more trips. Majority of costs associated with staff.
2.4	<b>Counseling and Career Guidance</b> 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.	ongoing	Yes	LCFF	21545			\$21,545.00	\$2,747.42  Some workshops provided. Majority of work to take place in spring in preparation for post-secondary transitions.
2.5	<b>TK-6 Technology</b> 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.)	ongoing	No	LCFF	11635	LCFF	5000	\$16,635.00	\$1,332.83  Expenditures include teacher costs. Additional materials to be purchased for classes.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.6	<b>Dual Enrollment</b> 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.	Developing and implementing	Yes		LCFF 15000	\$15,000.00	\$0.00  School and Merced College developing MOU. Dual Enrollment to be implemented in 2022-23.
2.7	<b>Elective Courses</b> To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest.	ongoing	Yes		LCFF 7500 Other State 7500	\$15,000.00	\$7,076.96  Elective courses in Edmentum and Apex purchased. Looking into more offerings for this year and next.

## Goal 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.**

### Rationale

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.

## Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	SARC teacher credentialing information unavailable at the time of this report	100%
	Sufficient core instructional materials by annual Board resolution	20/21 - 100%	100%	100%
	School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	100%	100%
	Pupil Suspension Rate	2019/20 - 0%	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%	Winter Data 2021 - I feel safe in school 96.25% I feel supported by school staff. 92.50% I feel staff truly care for me. 93.75% When I feel upset.....there is someone I can talk to. 71.25%	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	15	10

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Highly Qualified Staff</b> Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	ongoing	No	LCFF 604465		\$604,465.00	\$249,299.23  Expenditures reflect costs for instructional staff. Increased staff expenditures expected to rise due to increased enrollment.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<b>Curriculum and Instructional Materials</b> Continue to provide quality, rigorous and relevant core curriculum materials for all students.	completed	No		LCFF 10000 Federal 9000	\$19,000.00	\$23,844.71  Edmentum purchased and adopted as curriculum for grades 6 through 12.
3.3	<b>Facility and Equipment</b> 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 upgrades of buildings and equipment as needed. Matinenance and Operation costs and costs for the replenishment of devices are included in this action .	ongoing	No		LCFF 129714 Federal 34424	\$164,138.00	\$22,262.89  Technology materials such as students and teacher equipment purchased. Facility costs to be expended at the end of the year.
3.4	<b>Positive Behavior Incentives</b> 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.	ongoing	No		LCFF 5,000	\$5,000.00	\$4,436.60  Points system implemented and incentives purchased.
3.5	<b>MTSS Tiered Intervention System - Social/Emotional</b> The school will utilize and refine the tiered social/emotional learning	ongoing	No	LCFF 32643		\$32,643.00	\$3,524.07  Expenditures related to portion of salaries for staff that provide



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						social/emotional support.
<b>3.6</b>	<b>Social/Emotional Workshops</b> 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.	ongoing	No	LCFF 6146		\$6,146.00	\$0.00  Social/Emotional workshops provided to high school and junior high students. Costs covered under classified and instructional staff.
<b>3.7</b>	<b>Community Resources</b> 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.	ongoing	Yes	LCFF 4332		\$4,332.00	\$0.00  The school has hired a Youth Engagement Specialist in January of 2022 to connect the school to community resources.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.8	<b>School Events</b> Continue with school events such as Open House, Back to School Night, Awards Night, etc. to involve students and their families with the school.	ongoing	No		LCFF 3500	\$3,500.00	\$0.00  School has conducted a Back-to-School Night. Other activities planned for the spring.

## Goal 4

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

### Rationale

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 order to improve student social/emotional and academic success.

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Attendance Rate as measured by P2 - All Students	2019-20 - 94.71%	not available until April of 2022	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	84.85%	
	Local data plan - students with 10 or more absences in fall semester for students enrolled longer than 30 days	2021/22 will be our baseline year	19.49%	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	# of parent workshops (i.e., Dolphin Cafes)	2021/22 will be our baseline year	2	
	# of SART meetings	2021/22 will be our baseline year	3	
	# of referrals to intervention for attendance	2021/22 will be our baseline year	15	

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>MTSS Tiered Intervention System - Attendance</b> 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.	ongoing	No	LCFF 11791	LCFF 1565	\$13,356.00	\$10,890.85  Expenditures related to costs for staff that support intervention for assessment.
4.2	<b>School Activities</b> 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.	ongoing	No	LCFF 17,881		\$17,881.00	\$0.00  Due to ongoing pandemic, only one field trip has taken place. Additional ones expected in the spring.
4.3	<b>Parent Workshops</b> The school understands the importance of parent involvement in all aspects	ongoing	No	LCFF 11,433		\$11,433.00	\$0.00  School orientations and two online workshops

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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.								provided. Additional workshops, both online and in person planned for spring.
<b>4.4</b>	<b>Parent Communication</b> 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.	ongoing	Yes	LCFF	45047	LCFF	1932	\$46,979.00	\$3,194.12  Expenditures related to staff costs to support parent communication.
<b>4.5</b>	<b>Supplemental Staff</b> 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	ongoing	Yes	LCFF	15000	LCFF	18000	\$33,000.00	\$0.00  Cal-SOAP provided Students Success Coaches at no cost. Additional tutoring services purchased but not yet expended.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	hours and support applications to college and completing financial aid applications.						



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

<b>Local Educational Agency (LEA) Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
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 2021-22 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](mailto: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



## **2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report**

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

## Goal 1

**Positive School Climate: Maintain a welcoming and comfortable learning environment where students feel connected to the school and community.**

### Rationale

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.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	SARC teacher credentialing information unavailable at the time of this report	100%
	Sufficient core instructional materials by annual Board resolution	20/21 - 100%	100%	100%
	School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	100%	100%
	Pupil Suspension Rate	2019/20 - 0%	0%	0%
	Pupil Expulsion Rate	2019/20 - 0%	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%	not available until April of 2022	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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Highly Qualified Staff</b> Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	ongoing	No	LCFF 470,611		\$470,611.00	\$143,692.63  Expenditures reflect costs for instructional staff.
1.2	<b>Curriculum and Instructional Materials</b> Continue to provide quality, rigorous and relevant core curriculum materials for all students. {WASC}	completed and ongoing	No		LCFF 10000 Other State 10000	\$20,000.00	\$9,241.79  Edmentum license renewed. School continue to review additional offerings in Edmentum.
1.3	<b>Facility Maintenance</b> 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}	ongoing	No		LCFF 60000	\$60,000.00	\$5,200  Majority of cost of facilities to be expended at the end of the school year.
1.4	<b>Positive Behavior Incentives</b> Provide incentives to students to encourage participation, positive behavior, and connection	ongoing	Yes		LCFF 10000	\$10,000.00	\$0.00  No incentives purchased until system to provide



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	with the school. Incentive points will be tracked utilizing the school's PBIS system.							incentives is developed.
1.5	<b>Technology</b> Ensure students have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment.	ongoing	Yes		LCFF Local	40000 5000	\$45,000.00	\$30,712.04  Devices and mifi service purchased. Additional devices to be purchased in spring.

## Goal 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.**

### Rationale

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.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24		
	NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart by grade level and averaged for grade span	not available until May 2022	ELA 9-12:	Math 1.56	2.66
	Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	100%	100%		
	EL reclassification rate	2019-20 = 0%	0%	0%		

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	not available until April 2022	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 ELD avg Math avg	not available until April 2022	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	not available until April 2022	ELA avg 4.0 ELD avg 4.0 Math avg 4.0

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>MTSS Tiered Intervention System - Academic</b> 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.	ongoing	No	LCFF 22265		\$22,265.00	\$2,887.58  Expenditures for staff to support academic intervention system.
2.2	<b>Instructional Support Staff</b> School data shows a need for supplemental instructional opportunities	ongoing	Yes	LCFF 64070		\$64,070.00	\$0.00  Need to hire additional support staff. Will

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						begin process to hire in the spring.
<b>2.3</b>	<b>Instructional Support Materials</b> 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.	completed and ongoing	Yes		LCFF 8000	\$8,000.00	\$8,321.50  Apex purchased for additional support. School continues to review options.
<b>2.4</b>	<b>Professional Development</b> 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	ongoing	No	LCFF 5483	LCFF 11000	\$16,483.00	\$0.00  Professional development and costs associated with this planned for the spring.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	conferences provided by MCOE and other districts.								
<b>2.5</b>	<b>Supplemental Staff</b> 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.	ongoing	Yes	LCFF	15000	LCFF	18000	\$33,000.00	\$0.00  Cal-SOAP tutors provided at no cost to school. School continues to look at additional tutoring services for support.
<b>2.6</b>	<b>Assessment System</b> 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}	ongoing	Yes	LCFF	46484	LCFF	1500	\$47,984.00	\$0.00  School purchased NWEA. Costs combined and included with another program. Additional assessment options being reviewed.

### Goal 3

**Career and College Ready: Ensure graduating students are career and college ready.**

## Rationale

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.

## Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CCI	2019/20 - 1.1%	Data not available due to no Dashboard in 2021	10%
	# of Merced College courses taken by students	21-22 will serve as baseline	0	
	# of students enrolled in training courses	21-22 will serve as baseline	not available until May 2022	
	# of students concurrently enrolled at Merced College	21-22 will serve as baseline	0	
	# of Advisory Board Meetings	2019/20 - 2	2	5

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Workforce Investment</b> 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.	ongoing	No	LCFF 5087		\$5,087.00	\$0.00  MOUs developed and maintained. Working with agencies on referrals.
3.2	<b>College and Career Activities</b> To help students understand their college	ongoing	Yes	LCFF 13383		\$13,383.00	\$5,937.75  Students meeting with school counselor to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	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.								discusse college and career options. Workshops planned for the spring.
<b>3.3</b>	<b>Counseling and Career Guidance</b> 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.	ongoing	Yes	LCFF	14782			\$14,782.00	\$1,414.59  Staff providing support in this area. Workshops planned for the spring.
<b>3.4</b>	<b>Elective Course Options</b> To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest	ongoing	Yes			LCFF	10000	\$10,000.00	\$0.00  Elective course options included with Edmentum/Apex licensing. Additional options being reviewed.
<b>3.5</b>	<b>Career Technical Education (CTE) Courses</b> Incorporate Career Technical Education (CTE) course(s) as part of the student's course requirements and qualifications for graduation to allow students to explore	ongoing	No	LCFF	12544	LCFF	2000	\$14,544.00	\$0.00  CTE course options included with Edmentum/Apex licensing. Additional options being reviewed.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	more career pathway opportunities.						

## Goal 4

**Improved Graduation Rates: Increase the graduation rate of the school to 50% by 2024.**

### Rationale

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.

### Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Graduation Rate	28.6%	43.80%	50%
	Attendance Rate as measured by P2	2019/20 - 82%	not available until April of 2022	85%
	Local data plan-students with 90% or better attendance in Fall Semester	2021/22 will be our baseline year	46.77%	
	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	57.47%	
	# of SART meetings	2021/22 will be our baseline year	0	
	# of referrals to intervention for attendance	2021/22 will be our baseline year	0	

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>MTSS Tiered Intervention System - Attendance</b> 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.	ongoing	No	LCFF 25350		\$25,350.00	\$3,830.67  Expenditures for staff to support attendance intervention system.
4.2	<b>School Events</b> Continue with school events such as orientations, Open House, and graduation to involve students and their families with the school.	ongoing	No	LCFF 13383	LCFF 5000	\$18,383.00	\$0.00  Orientations held every other week. Other events planned for the spring.
4.3	<b>Family Support Workshops</b> 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.	ongoing	Yes	LCFF 17580		\$17,580.00	\$2,887.61  Expenditures for staff to support families. workshops and/or trainings planned for the spring.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
4.4	<b>Staff to Student Communication</b> 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.	ongoing	Yes	LCFF	16042	LCFF	1500	\$17,542.00	\$1,581.84  Costs associated with licensing for services to provide outreach and translation of documents.
4.5	<b>Community Resources</b> 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.	ongoing	Yes	LCFF	6740			\$6,740.00	\$979.80  Costs for staff to support students with community resources.
4.6	<b>Support for Children</b> 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	ongoing	Yes			LCFF	30000	\$30,000.00	\$0.00  School continuing to review options for daycare and support for the children of students.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	parents to study and/or come to the school for extra support. {WASC}						

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	<b>Merced County Office of Education</b>
CDS Code:	24 10249 0000000
LEA Contact Information:	Name: Cindy Gentry Position: Coordinator, Student Programs Email: cgentry@mcoe.org Phone: (209) 381-6788
Coming School Year:	2021-22
Current School Year:	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$23,401,598
LCFF Supplemental & Concentration Grants	\$1,221,099
All Other State Funds	\$35,033,348
All Local Funds	\$25,029,810
All federal funds	\$19,624,928
Total Projected Revenue	\$103,089,684

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$108,148,915
Total Budgeted Expenditures in the LCAP	\$7,224,501
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,014,302
Expenditures not in the LCAP	\$100,924,414

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,641,175
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$2,983,795

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,793,203
2020-21 Difference in Budgeted and Actual Expenditures	\$1,342,620

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	The updated figures include additional funding received during the 2021-2022 school year that were not included in the Budget Overview for Parents adopted at the June 2021 Board meeting.

Required Prompts(s)	Response(s)
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<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Merced COE is budgeting \$93,902,807 of expenditures to other program services such as additional costs to Special Education, Career Technical Education (CTE) and other services to school districts.
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Merced County Office of Education

CDS Code: 24 10249 0000000

School Year: 2021-22

LEA contact information:

Cindy Gentry

Coordinator, Student Programs

cgentry@mcoe.org

(209) 381-6788

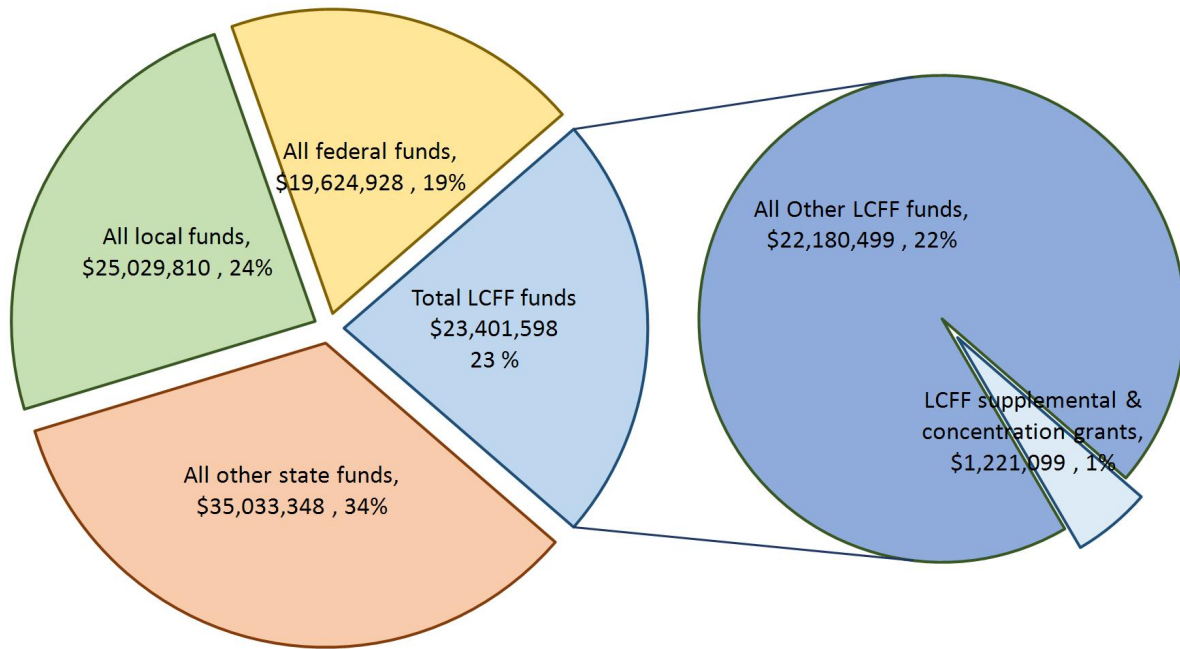
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

## Update on Additional Funding Received in 2021-22

The updated figures include additional funding received during the 2021-2022 school year that were not included in the Budget Overview for Parents adopted at the June 2021 Board meeting.

## Budget Overview for the 2021-22 School Year

## Projected Revenue by Fund Source

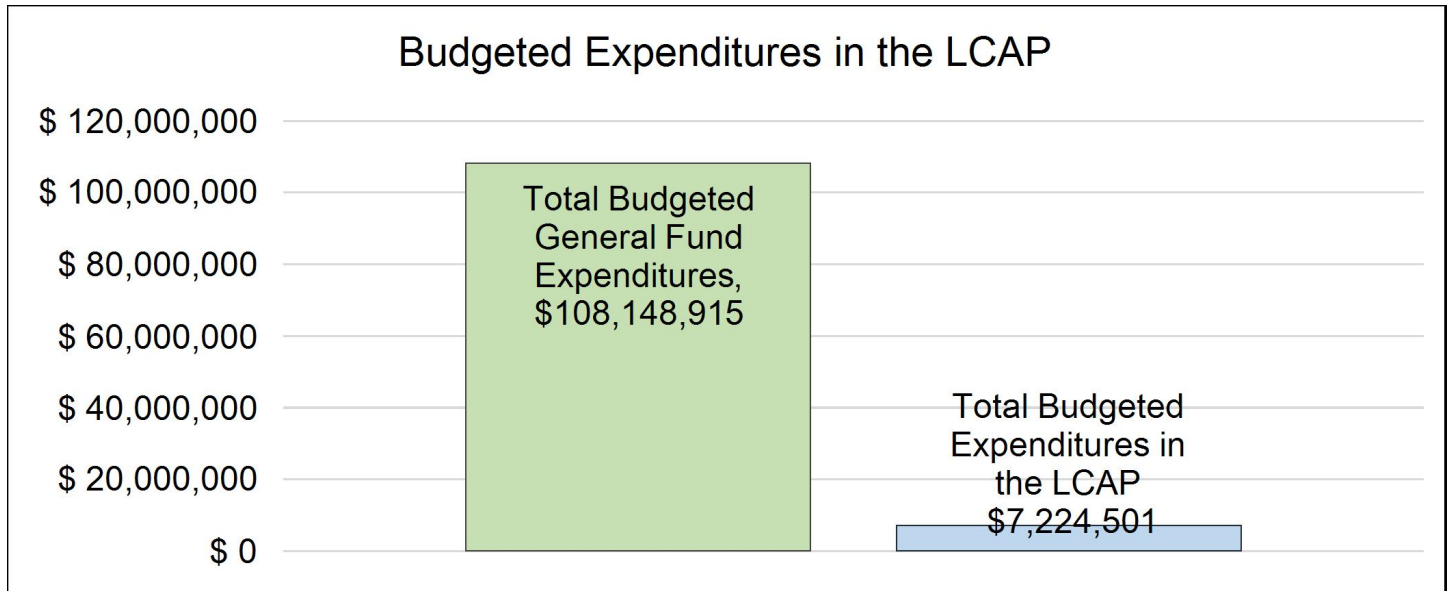


This chart shows the total general purpose revenue Merced County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Merced County Office of Education is \$103,089,684, of which \$23,401,598 is Local Control Funding Formula (LCFF), \$35,033,348 is other state funds, \$25,029,810 is local funds, and \$19,624,928 is federal funds. Of the \$23,401,598 in LCFF Funds, \$1,221,099 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Merced County Office of Education plans to spend \$108,148,915 for the 2021-22 school year. Of that amount, \$7,224,501 is tied to actions/services in the LCAP and \$100,924,414 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

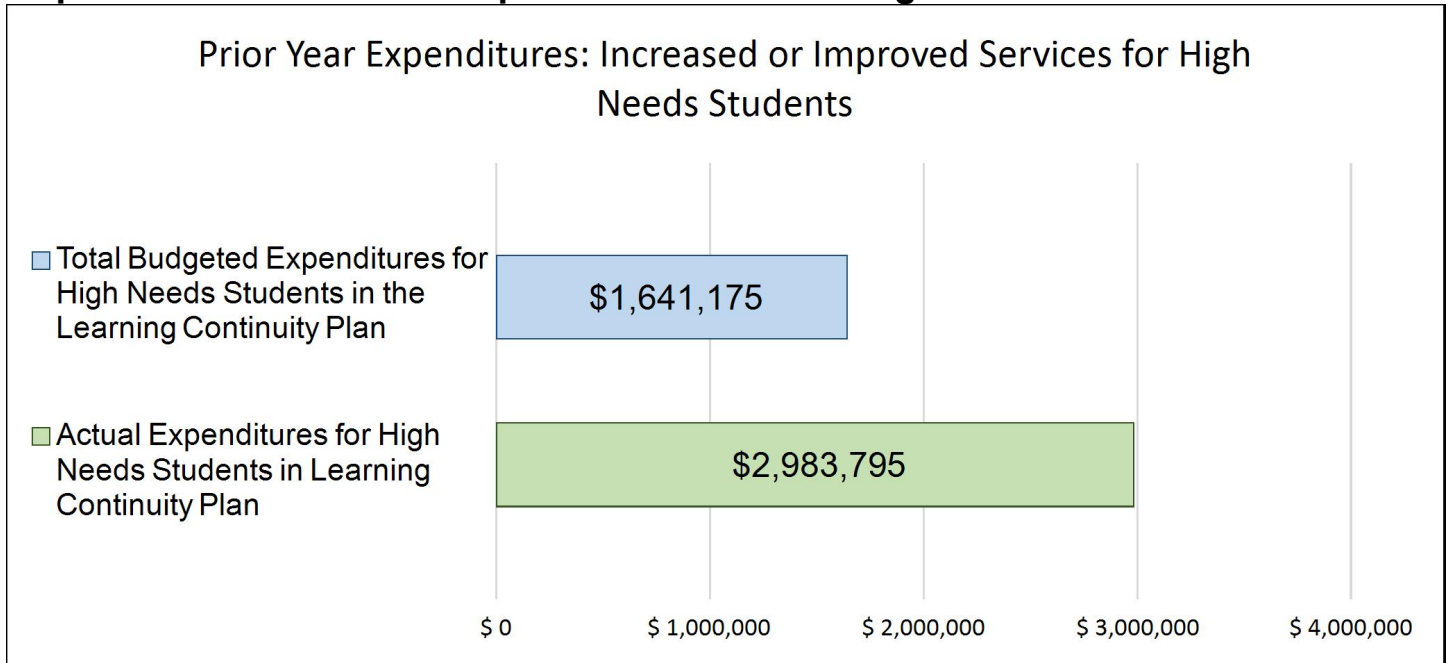
Merced COE is budgeting \$93,902,807 of expenditures to other program services such as additional costs to Special Education, Career Technical Education (CTE) and other services to school districts.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Merced County Office of Education is projecting it will receive \$1,221,099 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 \$3,014,302 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 2020-21



This chart compares what Merced County Office of Education budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Merced County Office of Education's Learning Continuity Plan budgeted \$1,641,175 for planned actions to increase or improve services for high needs students. Merced County Office of Education actually spent \$2,983,795 for actions to increase or improve services for high needs students in 2020-21.



# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	<b>Merced Scholars Charter School</b>
CDS Code:	24102490106518
LEA Contact Information:	Name: Mark Pintor Position: Principal Email: mpintor@mcoe.org Phone: 209-381--5165
Coming School Year:	2021-22
Current School Year:	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,965,914
LCFF Supplemental & Concentration Grants	\$679,553
All Other State Funds	\$123,538
All Local Funds	\$7,500
All federal funds	\$651,141
Total Projected Revenue	\$3,748,093

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,973,760
Total Budgeted Expenditures in the LCAP	\$1,400,779
Total Budgeted Expenditures for High Needs Students in the LCAP	\$405,420
Expenditures not in the LCAP	\$1,572,981

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$288,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$313,886

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-274,133
2020-21 Difference in Budgeted and Actual Expenditures	\$25,886

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	Additional funding will help to bring on new staff and additional teachers. The funding will allow for additional space so that the school can provide more services such as enrichment on site. The funding will also help to provide students the needed interventions to support student learning.

Required Prompts(s)	Response(s)
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<p><b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b></p>	<p>Other General Fund Budget Expenditures not included in the LCAP for the 2021 through 2024 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.</p>
<p><b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</b></p>	<p>The increase in supplemental and concentration grants due to significant increased enrollment will allow the school to hire additional staff to support high needs students. Further, services for tutoring and enrichment have been contracted and additional expenditures in terms of facilities and technology devices will help to support high needs students.</p>

# LCFF Budget Overview for Parents

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

CDS Code: 24102490106518

School Year: 2021-22

LEA contact information:

Mark Pintor

Principal

mpintor@mcoe.org

209-381--5165

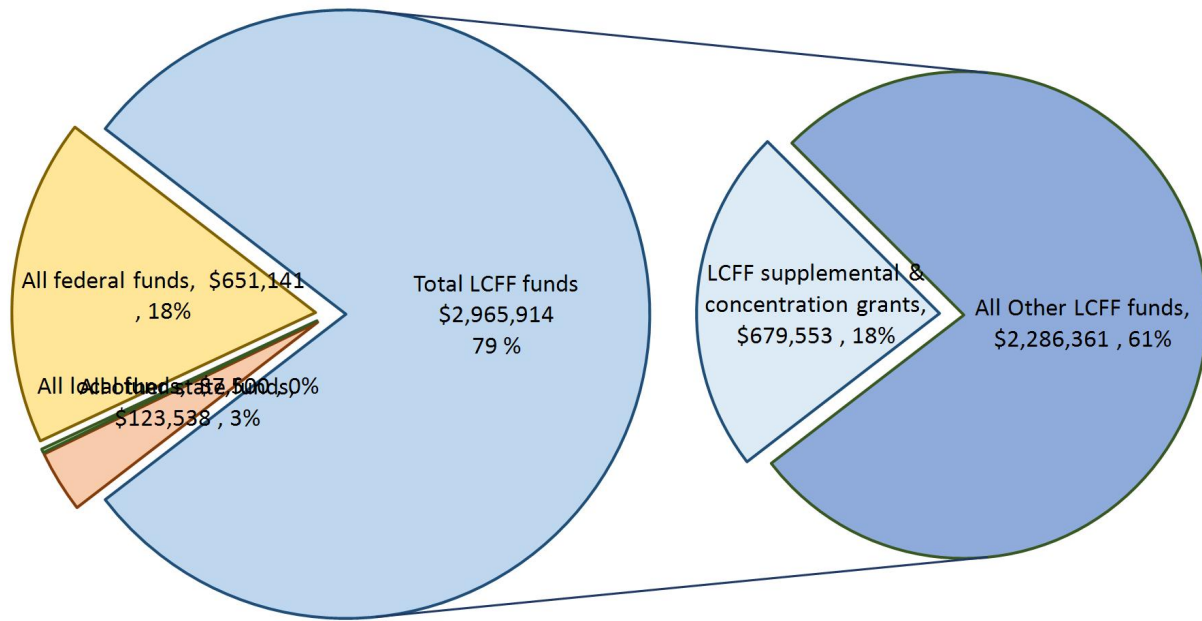
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

## Update on Additional Funding Received in 2021-22

Additional funding will help to bring on new staff and additional teachers. The funding will allow for additional space so that the school can provide more services such as enrichment on site. The funding will also help to provide students the needed interventions to support student learning.

## Budget Overview for the 2021-22 School Year

## Projected Revenue by Fund Source

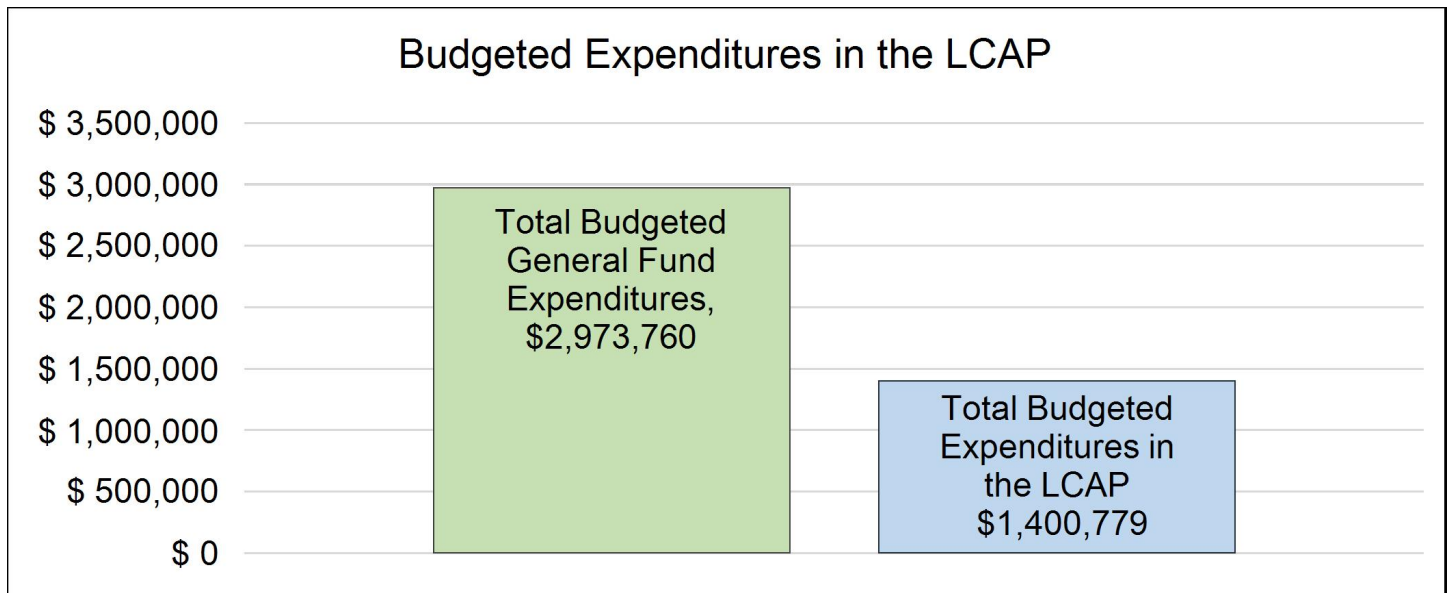


This chart shows the total general purpose revenue Merced Scholars Charter School expects to receive in the coming year from all sources.

The total revenue projected for Merced Scholars Charter School is \$3,748,093, of which \$2,965,914 is Local Control Funding Formula (LCFF), \$123,538 is other state funds, \$7,500 is local funds, and \$651,141 is federal funds. Of the \$2,965,914 in LCFF Funds, \$679,553 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Merced Scholars Charter School plans to spend \$2,973,760 for the 2021-22 school year. Of that amount, \$1,400,779 is tied to actions/services in the LCAP and \$1,572,981 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 2021 through 2024 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.

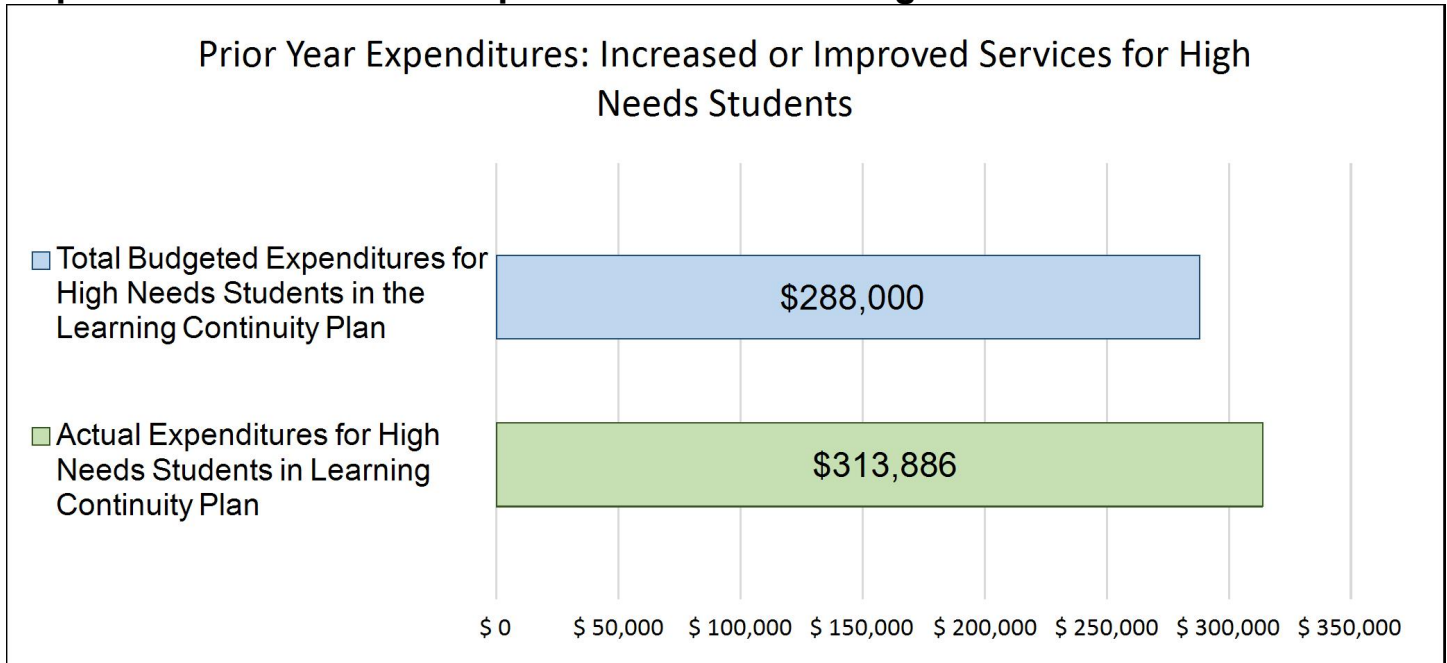
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Merced Scholars Charter School is projecting it will receive \$679,553 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 \$405,420 towards meeting this requirement, as described in the LCAP.

The increase in supplemental and concentration grants due to significant increased enrollment will allow the school to hire additional staff to support high needs students. Further, services for tutoring and enrichment have been contracted and additional expenditures in terms of facilities and technology devices will help to support high needs students.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Merced Scholars Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Merced Scholars Charter School's Learning Continuity Plan budgeted \$288,000 for planned actions to increase or improve services for high needs students. Merced Scholars Charter School actually spent \$313,886 for actions to increase or improve services for high needs students in 2020-21.

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	<b>Come Back Charter School</b>
CDS Code:	24102490138032
LEA Contact Information:	Name: Mark Pintor Position: Principal Email: mpintor@mcoe.org Phone: 209-386-6025
Coming School Year:	2021-22
Current School Year:	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$787,222
LCFF Supplemental & Concentration Grants	\$183,802
All Other State Funds	\$27,881
All Local Funds	\$654
All federal funds	\$3,627
Total Projected Revenue	\$819,384

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,026,351
Total Budgeted Expenditures in the LCAP	\$970,804
Total Budgeted Expenditures for High Needs Students in the LCAP	\$318,081
Expenditures not in the LCAP	\$55,547

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$176,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$153,119

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$134,279
2020-21 Difference in Budgeted and Actual Expenditures	\$-22,881

Update on Additional Funding Received in 2021-22 (Mid-Year Review)	Response(s)
This area is provided to include an update regarding additional funding received in 2021-22 (Mid-Year Review).	The school received a small portion of additional funding that has been aligned with current actions in the LCAP. The additional funds will be used to further implement those actions needed to support the school's high needs population.

Required Prompts(s)	Response(s)
---------------------	-------------

<p><b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b></p>	<p>Other General Fund Budget Expenditures not included in the LCAP for the 2021 through 2024 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.</p>
<p><b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</b></p>	<p>Because of the school's partnership with other schools under Student Programs and other program under Educational Services, the school experienced significant cost savings in regards to tutoring, instructional support, online curriculum licenses, and a significant cost savings with technology (\$17,000) and connectivity devices (about \$10,000). The smaller enrollment in 2021-22 and the extra devices from other programs made it feasible to purchase devices later when they were available and not on back order.</p>



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Come Back Charter School

CDS Code: 24102490138032

School Year: 2021-22

LEA contact information:

Mark Pintor

Principal

mpintor@mcoe.org

209-386-6025

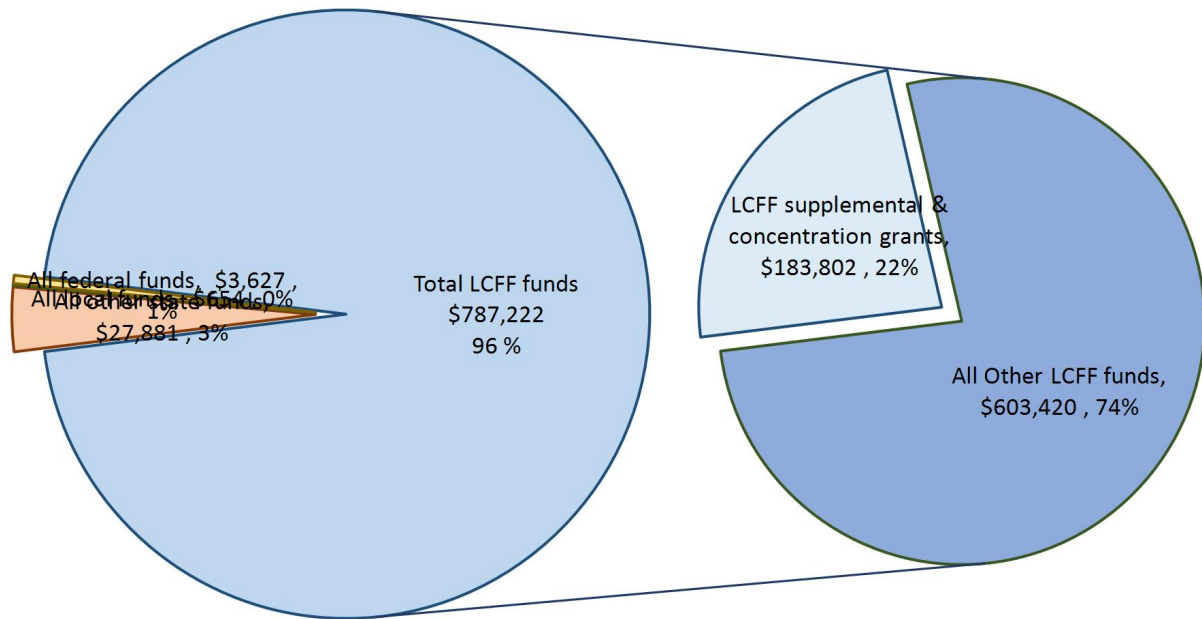
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

## Update on Additional Funding Received in 2021-22

The school received a small portion of additional funding that has been aligned with current actions in the LCAP. The additional funds will be used to further implement those actions needed to support the school's high needs population.

## Budget Overview for the 2021-22 School Year

## Projected Revenue by Fund Source

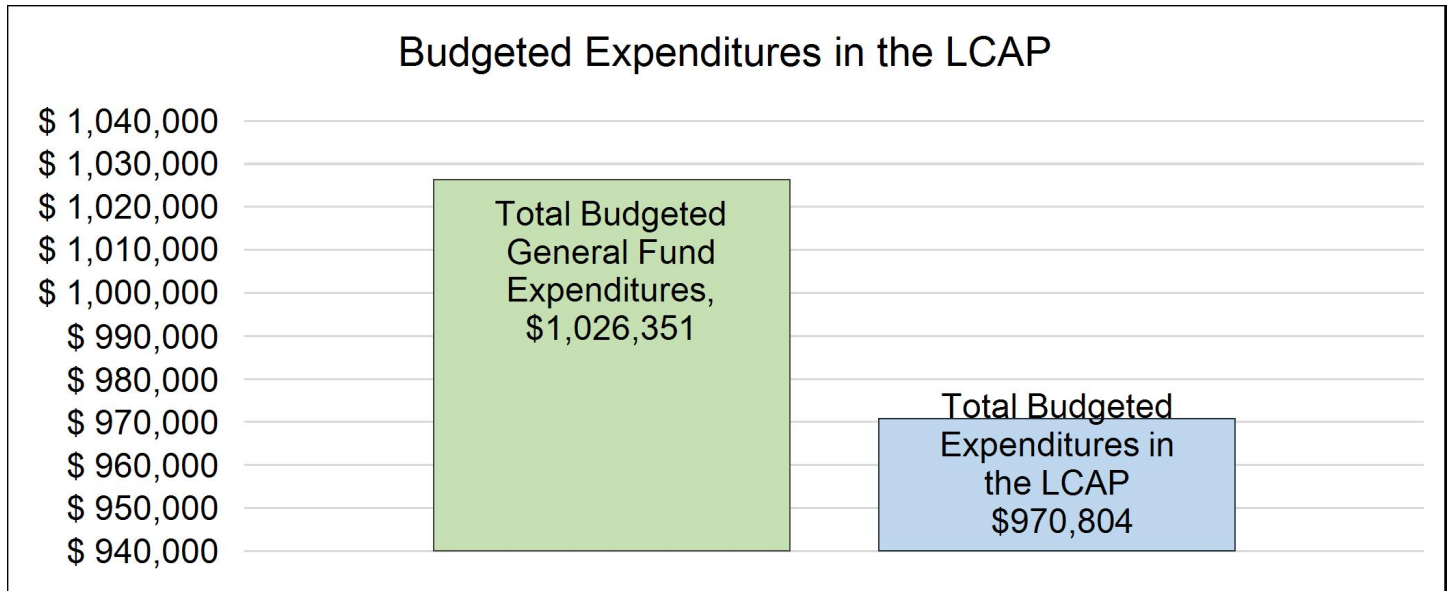


This chart shows the total general purpose revenue Come Back Charter School expects to receive in the coming year from all sources.

The total revenue projected for Come Back Charter School is \$819,384, of which \$787,222 is Local Control Funding Formula (LCFF), \$27,881 is other state funds, \$654 is local funds, and \$3,627 is federal funds. Of the \$787,222 in LCFF Funds, \$183,802 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Come Back Charter School plans to spend \$1,026,351 for the 2021-22 school year. Of that amount, \$970,804 is tied to actions/services in the LCAP and \$55,547 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

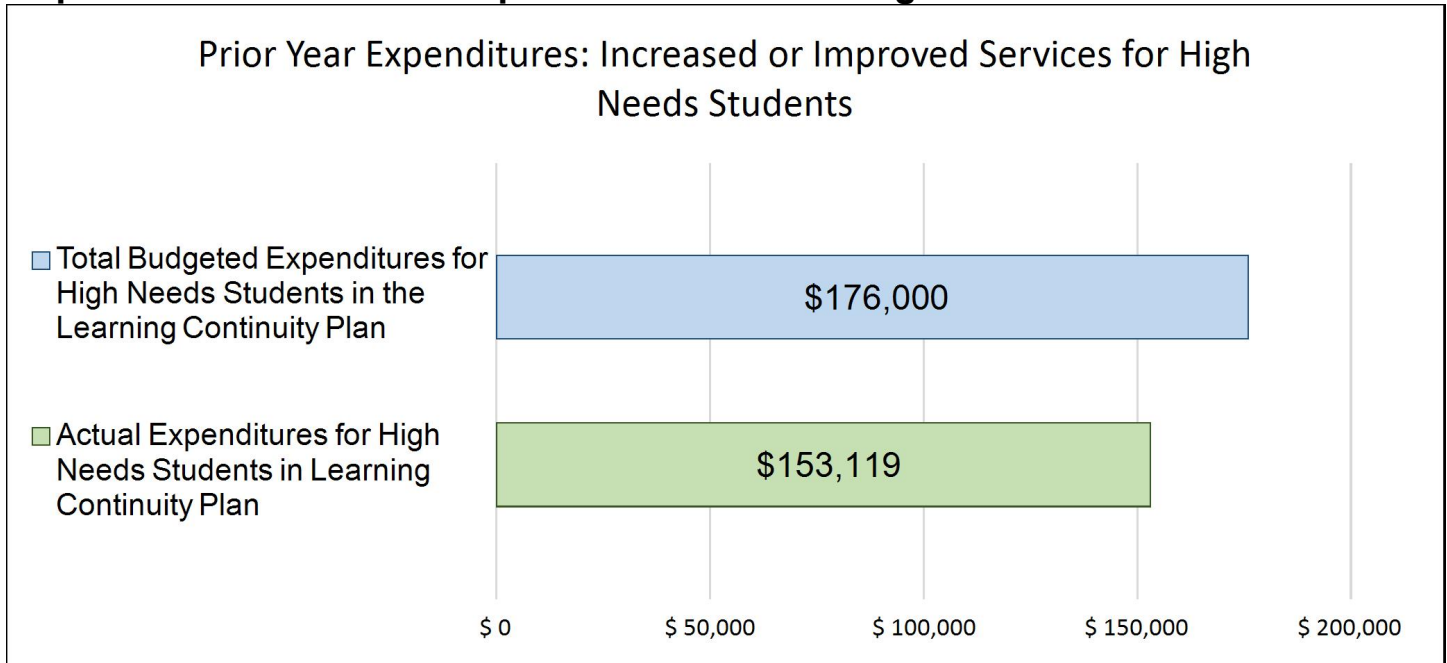
Other General Fund Budget Expenditures not included in the LCAP for the 2021 through 2024 school years are expenditures allocated for salaries, supplies, services, and indirect costs not prioritized in the plan but necessary for the general operations of the school.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Come Back Charter School is projecting it will receive \$183,802 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 \$318,081 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 2020-21



This chart compares what Come Back Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Come Back Charter School's Learning Continuity Plan budgeted \$176,000 for planned actions to increase or improve services for high needs students. Come Back Charter School actually spent \$153,119 for actions to increase or improve services for high needs students in 2020-21.

Because of the school's partnership with other schools under Student Programs and other program under Educational Services, the school experienced significant cost savings in regards to tutoring, instructional support, online curriculum licenses, and a significant cost savings with technology (\$17,000) and connectivity devices (about \$10,000). The smaller enrollment in 2021-22 and the extra devices from other programs made it feasible to purchase devices later when they were available and not on back order.



## A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	May T. Moua, Director of Student Programs	<a href="mailto:mtmoua@mcoe.org">mtmoua@mcoe.org</a> 209-381-6647

*The following is the local educational agency's (LEA's) plan for providing support to high school students, especially unduplicated pupils, to increase completion of A-G courses. The plan will explain how the LEA will use the funds it receives through the A-G Access Grant and the A-G Learning Loss Mitigation Grant funding.*

For specific requirements please refer to the A-G Improvement Grant Plan Instructions.

Local Educational Agency (LEA) Name Merced County Office of Education	Total Grant Allocation \$528,250 A-G Access (\$303,250) + Learning Loss (\$225,000)
MCOE Student Programs	\$228,250
Scholars Charter School	\$150,000
Come Back Charter School	\$150,000

**A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility (support achievement of a grade C or better in courses).**

The plan and described activities will increase and improve services for all students, especially unduplicated pupils through:

Professional development focused on instructional strategies to be incorporated into daily instruction (e.g., note-taking, research, strategic planning, etc.), social-emotional, academic, and linguistic supports including tutoring and mentorships;

Improving Multi-tiered System of Supports through enhanced progress monitoring and intervention support that will increase the immediacy, frequency and/or duration of interventions including tutoring to increase student success in courses (grade of "C" or better);

Increasing counseling staff will improve the comprehensive MTSS program and improve direct services to students through social-emotional support, enhanced nurturing of students' college/career-going goals and planning, and increased opportunities for college talk and guidance for students and their families.

**A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.**

The plan includes actions that will expand access to A-G courses and coursework through:

Strategic program improvements - review of course offerings and alignment to curriculum, updated A-G approved courses and course matching with student information system, implementation of California College Guidance Initiative (CCGI) database, implementation of Dual Enrollment course options for students, use of A-G data progress monitoring in program evaluation and continuous improvement planning;

Training and user support for staff on A-G guidelines and how to use the CaliforniaColleges.edu functionality and integration of tools for classrooms and counseling interventions;

Student awareness and use of A-G resources through guidance documents (e.g., registration information, graduation requirements, handbooks), incorporation of A-G in existing 4-year and Individual Student Learning Plans, creation of CaliforniaColleges.edu student account, access to Dual Enrollment courses in partnerships with Merced Community College campuses.

MCOE programs are supported by Central Valley Higher Education Consortium providing free access to CaliforniaColleges.edu resources.

**A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.**

The plan and described services supplement, and do not supplant, actions in the LCAP and Learning Recovery Plan by adding additional staff training, student resources, and staff (e.g., additional counseling, tutoring, mentoring) specific to A-G course offerings and success beyond that which is identified in the LEA's plans.

**Learning Loss Mitigation A-G Completion Improvement**

**The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.**

37 students enrolled in an MCOE program received a grade of “D”, “F”, or “Fail” in an A-G approved course in the Spring semester of 2020 or 20-21 school year and meet the criteria to retake courses and/or are in need of credit recovery to graduate high school.

Opportunities to retake courses occur at the end of each semester, the counselor along with the support of the teachers reviews the student's Individualized Learning Plan (ILP) and Four Year Plan for graduation. The student's goals, courses, credits, and grades are discussed. The A-G requirements are also discussed and students are encouraged to retake any courses in which the student received a letter grade of D or F. Students can retake the course the following semester, but most are encouraged to retake the course during summer school. Based on the parent, student, and staff input, the courses for the following semesters will be determined, which may include retaking an A-G course.

In addition to providing opportunities for qualifying students to retake an A-G course, MCOE will direct activities within this plan to improve options for credit recovery through increased individual counseling, progress monitoring, and interventions (e.g., in-person classes, added tutorials, and intersession courses).

## Plan Expenditures

Programs and services to increase or improve A-G completion	Total Planned Expenditures
Provide access to increased counseling supports and services by hiring .5FTE Counselor (annually), additional compensation for staff counseling/mentoring beyond the contract, and leveraging school counselor interns	\$370,000
Tutoring/mentoring support and enrichment beyond the school day/year for course success including flexible schedules for credit recovery	\$50,000
Increase access to credit recovery options	\$20,000
Compensation for targeted A-G program development and supports (e.g., course alignment/review, guidelines/handbooks), training of staff (classified and certificated) beyond contract	\$28,000
Professional development training contracts to increase program effectiveness (e.g., Hatching Results, Californiacolleges.edu, etc.)	\$40,000
Contracts for the program and technical support services (e.g. transcript evaluation, Aeries integration, etc.)	\$10,250
Schoolwide campaigns to promote awareness of college and career readiness with workshops for students and families related to A-G requirements, financial aid, and planning.	\$10,000
<b>TOTAL Expenditures</b>	<b>\$528,250</b>

**MEETINGS AND NOTICES**

1 Meetings of the County Board are conducted for the purpose of accomplishing County Board  
2 business. In accordance with state open meeting laws (Brown Act), the County Board shall  
3 hold its meetings in public and shall conduct closed sessions during such meetings only as  
4 authorized by law. To encourage community involvement, County Board meetings shall  
5 provide opportunities for questions and comments by members of the public. All meetings  
6 shall be conducted in accordance with law and the County Board's bylaws.

7  
8 *(cf. 9321 - Closed Session Purposes and Agendas)*

9 *(cf. 9321.1 - Closed Session Actions and Reports)*

10 *(cf. 9322 - Agenda/Meeting Materials)*

11 *(cf. 9323 - Meeting Conduct)*

12  
13 A County Board meeting exists whenever a majority of County Board members gather at the  
14 same time and location, including teleconference location, to hear, discuss, deliberate, or take  
15 action upon any item within the subject matter jurisdiction of the County Board.  
16 (Government Code 54952.2)

17  
18 A majority of the County Board shall not, outside of an authorized meeting, use a series of  
19 communications of any kind, directly or through intermediaries, include social media and  
20 other electronic communications, to discuss, deliberate, or take action on any item that is  
21 within the subject matter jurisdiction of the County Board. (Government Code 54952.2)

22  
23 However, an employee or Merced County Office of Education (MCOE) official may engage  
24 in separate conversations with County Board members in order to answer questions or  
25 provide information regarding an item within the subject matter jurisdiction of the County  
26 Board, as long as that employee or MCOE official does not communicate the comments or  
27 position of any County Board members to other County Board members. (Government Code  
28 54952.2)

29  
30 *(cf. 9012 - Board Member Electronic Communications)*

31  
32 In order to help ensure participation of individuals with disabilities at County Board  
33 meetings, the County Superintendent or designee shall provide appropriate disability-related  
34 accommodations or modifications upon request in accordance with the Americans with  
35 Disabilities Act. (Government Code 54953.2, 54954.1, 549524.2)

36  
37 Meeting notices and agendas shall specify that any individual who requires disability-related  
38 accommodations or modifications, including auxiliary aids and services, in order to  
39 participate in the County Board meeting should contact the County Superintendent or  
40 designee at least 48 hours prior to the meeting. (Government Code 54954.2)

41  
42 Each agenda shall also list the address(es) designated by the County Superintendent or  
43 designee for public inspection of agenda documents that are distributed to the County Board  
44 less than 72 hours before the meeting. (Government Code 54957.5)

45  
46 *(cf. 9322 - Agenda/Meeting Materials)*



**MEETINGS AND NOTICES****Regular Meetings**

Regular meetings of the County Board shall be held at times it may determine, but not less than once per month and shall be conducted in accordance with Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code. (Education Code 1011, 35140; Government Code 54954)

The County Board shall hold regular meetings immediately following the Virginia Smith Trust meeting but not before 3:00 p.m. on the third Monday of the month at the Merced County Office of Education unless specifically announced for some other date, time or location.

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 and on the MCOE's web site. (Government Code 54954.2)

*(cf. 1113 – MCOE and School Web Sites)*

Whenever agenda materials relating to an open session of a regular meeting are distributed to the County Board less than 72 hour before the meeting, the County Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose at the time the materials are distributed to all or a majority of the County Board. (Government Code 54957.5)

*(cf. 1340 – Access to MCOE Records)*

**Special Meetings**

Special meetings of the County Board may be called at any time by the presiding officer or a majority of the County Board members. Upon the request of any three members, in writing, the president shall call a special meeting. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the County Superintendent as described in Government Code 3511.1. (Education Code 1012; Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all County Board members and the local media who have requested such notice in writing. The notice also shall be posted on the MCOE's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any County Board member may waive the 24-hour written notice requirement prior to the

**MEETINGS AND NOTICES**

1 time of the meeting by filing a written waiver of notice with the clerk or secretary of the  
2 County Board or by being present at the meeting at the time it convenes. (Education Code  
3 35144; Government Code 54956)

4  
5 Every notice of a special meeting shall provide an opportunity for members of the public to  
6 directly address the County Board concerning any item that has been described in the  
7 meeting notice, before or during the item's consideration. (Government Code 54954.3)

**Emergency Meetings**

10  
11 In the case of an emergency situation for which prompt action is necessary due to the  
12 disruption or threatened disruption of public facilities, the County Board may hold an  
13 emergency meeting without complying with the 24-hour notice and/or 24-hour posting  
14 requirement for special meetings pursuant to Government Code 54956. The County Board  
15 shall comply with all other requirements for special meetings during an emergency meeting.  
16 (Government Code 54956.5)

17  
18 An emergency situation means either of the following: (Government Code 54956.5)

- 19  
20 1. An emergency, which shall be defined as a work stoppage, crippling activity, or other  
21 activity that severely impairs public health and/or safety as determined by a majority of  
22 the members of the County Board;

23  
24 (*cf. 4141.6/4241.6 - Concerted Action/Work Stoppage*)

- 25  
26 2. A dire emergency, which shall be defined as a crippling disaster, mass destruction,  
27 terrorist activity, or threatened terrorist act that poses peril so immediate and significant  
28 that requiring the County Board to provide one-hour notice before holding an  
29 emergency meeting may endanger the public health and/or safety as determined by a  
30 majority of the members of the County Board.

31  
32 (*cf. 3516 - Emergencies and Disaster Preparedness Plan*)

33  
34 Except in the case of a dire emergency, the County Board president or designee shall give  
35 notice of the emergency meeting by telephone at least one hour before the meeting to the  
36 local media that have requested notice of special meetings. All telephone numbers provided  
37 by the media in the most recent request for notification must be exhausted. If telephone  
38 services are not functioning, the notice requirement of one hour is waived and, as soon after  
39 the meeting as possible, the County Board shall notify those media representatives of the  
40 meeting and shall describe the purpose of the meeting and any action taken by the County  
41 Board. In the case of a dire emergency, the County Board president or designee shall give  
42 such notice at or near the time he/she notifies the other members of the County Board about  
43 the meeting. (Government Code 54956.5)

44 The minutes of the meeting, a list of persons the County Board president or designee notified

**MEETINGS AND NOTICES**

1 or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall  
2 be posted for at least 10 days in a public place as soon after the meeting as possible.  
3 (Government Code 54956.5)  
4

**Adjourned/Continued Meetings**

5  
6  
7 A majority vote by the County Board may adjourn/continue any regular or special meeting to  
8 a later time and place that shall be specified in the order of adjournment. Less than a quorum  
9 of the County Board may adjourn such a meeting. If no County Board members are present,  
10 the secretary or the clerk may declare the meeting adjourned to a later time and shall give  
11 notice in the same manner required for special meetings. (Government Code 54955)  
12

13 Within 24 hours after the time of adjournment, a copy of the order or notice of  
14 adjournment/continuance shall be conspicuously posted on or near the door of the place  
15 where the meeting was held. (Government Code 54955)  
16

**Study Sessions, Retreats, Public Forums, and Discussion Meetings**

17  
18  
19 The County Board may occasionally convene a study session or public forum to study an  
20 issue in more detail or to receive information from staff or feedback from members of the  
21 public.  
22

23 The County Board may also convene a retreat or discussion meeting to discuss County Board  
24 roles and relationships.  
25

26 *(cf. 2000 - Concepts and Roles)*

27 *(cf. 2111 - Superintendent Governance Standards)*

28 *(cf. 9000 - Role of the Board)*

29 *(cf. 9005 - Governance Standards)*

30 *(cf. 9400 - Board Self-Evaluation)*  
31

32 Public notice shall be given in accordance with law when a quorum of the County Board is  
33 attending a study session, retreat, public forum, or discussion meeting. All such meetings  
34 shall comply with the Brown Act and shall be held in open session and within MCOE  
35 boundaries. Action items shall not be included on the agenda for these meetings.  
36

**Other Gatherings**

37  
38  
39 Attendance by a majority of County Board members at any of the following events is not  
40 subject to the Brown Act provided that a majority of the County Board members do not  
41 discuss specific MCOE business among themselves other than as part of the scheduled  
42 program: (Government Code 54952.2)  
43

- 44 1. A conference or similar public gathering open to the public that involves a discussion  
45 of issues of general interest to the public or to school board members;

**MEETINGS AND NOTICES**

2. An open, publicized meeting organized by a person or organization other than MCOE to address a topic of local community concern;
3. An open and noticed meeting of another body of MCOE;
4. An open and noticed meeting of a legislative body of another local agency;
5. A purely social or ceremonial occasion;
6. An open and noticed meeting of a standing committee of the County Board, provided that the County Board members who are not members of the standing committee attend only as observers.

*(cf. 9130 - Board Committees)*

Individual contacts or conversations between a County Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

**Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

*(cf. 0410 - Nondiscrimination in MCOE Programs and Activities)*

Meetings shall be held within MCOE boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which MCOE is a party;
2. Inspect real or personal property which cannot conveniently be brought into MCOE, provided that the topic of the meeting is limited to items directly related to the property;
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law;
4. Meet in the closest meeting facility if MCOE has no meeting facility within its boundaries or if its principal office is located outside MCOE;

**MEETINGS AND NOTICES**

- 1 5. Meet with elected or appointed state or federal officials when a local meeting would be  
2 impractical, solely to discuss legislative or regulatory issues affecting MCOE over  
3 which the state or federal officials have jurisdiction;  
4
- 5 6. Meet in or near a facility owned by MCOE but located outside MCOE, provided the  
6 meeting agenda is limited to items directly related to that facility;  
7
- 8 7. Visit the office of MCOE's legal counsel for a closed session on pending litigation,  
9 when doing so would reduce legal fees or costs;  
10
- 11 8. Interview residents of another district regarding the County Board's potential  
12 appointment of an interim County Superintendent.  
13

14 Meetings exempted from the boundary requirements, as specified above, shall still be subject  
15 to the notice and open meeting requirements for regular and special meetings when a quorum  
16 of the County Board attends the meeting.  
17

18 If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe,  
19 meetings shall be held for the duration of the emergency at a place designated by the County  
20 Board president or designee, who shall so inform all news media who have requested notice  
21 of special meetings by the most rapid available means of communication. (Government  
22 Code 54954)  
23

24 **Teleconferencing**  
25

26 A teleconference is a meeting of the County Board in which County Board members are in  
27 different locations, connected by electronic means through audio and/or video. (Government  
28 Code 54953)  
29

30 The County Board may use teleconferences for all purposes in connection with any meeting  
31 within the County Board's subject matter jurisdiction. All votes taken during a  
32 teleconference meeting shall be by roll call. (Government Code 54953)  
33

34 During the teleconference, at least a quorum of the members of the County Board shall  
35 participate from locations within MCOE boundaries. (Government Code 54953)  
36

37 Agendas shall be posted at all teleconference locations and shall list all teleconference  
38 locations whenever they are posted elsewhere. Additional teleconference locations may be  
39 provided to the public. (Government Code 54953)  
40

41 All teleconference locations shall be accessible to the public. All teleconferenced meetings  
42 shall be conducted in a manner that protects the statutory and constitutional rights of the  
43 parties or the public appearing before the County Board, including the right of the public to  
44 address the County Board directly at each teleconference location. (Government

**MEETINGS AND NOTICES**

Code 54953)

**Teleconferencing During a Proclaimed State of Emergency**

The County Board may conduct County Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the County Board directly at each teleconference location, and ensuring that at least a quorum of the County Board participate from locations within MCOE boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the County Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the County Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a County Board meeting and shall be provided an opportunity to address the County

## MEETINGS AND NOTICES

Board and offer comments in real time

5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the County Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed

6. If during a County Board meeting a disruption occurs which prevents the MCOE from broadcasting the meeting to members of the public or for members of the public to offer public to offer public comments, the County Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The MCOE may in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The County Board may continue to conduct meetings by telephoneconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the County Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

*Legal Reference:*

EDUCATION CODE

1009 Annual organizational meeting, date, and notice

1011 Time and place of meetings

1012 Special meeting

1040-1042 Duties and responsibilities of County Boards

35140 Time and place of meetings

35143 Annual organizational meeting, date, and notice

35144 Special meeting

35145 Public meetings

35145.5 Agenda; public participation; regulations

35146 Closed sessions

35147 Open meeting law exceptions and applications

GOVERNMENT CODE

3511.1 Local agency executives

11135 State programs and activities, discrimination

54950-54963 The Ralph M. Brown Act, especially:

54953 Meetings to be open and public; attendance

MEETINGS AND NOTICES

- 1 54954 Time and place of regular meetings
- 2 54954.2 Agenda posting requirements, board actions
- 3 54956 Special meetings; call; notice
- 4 54956.5 Emergency meetings
- 5 UNITED STATES CODE, TITLE 42
- 6 12101-12213 Americans with Disabilities Act
- 7 CODE OF FEDERAL REGULATIONS, TITLE 28
- 8 35.160 Effective communications
- 9 36.303 Auxiliary aids and services
- 10 CALIFORNIA CONSTITUTION
- 11 Article 9, Section 3 County superintendents
- 12 COURT DECISIONS
- 13 *Garnier v. Poway Unified School District, No. 17-ev-2215-W (JLB), 2019 WL 4736208 (S.D. Cal.*
- 14 *September 26, 2019)*
- 15 *Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)*
- 16 *Wolfe v. City of Fremont, (2006) 144 Cal.App. 544*
- 17 ATTORNEY GENERAL OPINIONS
- 18 *88 Ops.Cal.Atty.Gen. 218 (2005)*
- 19 *84 Ops.Cal.Atty.Gen. 181 (2001)*
- 20 *84 Ops.Cal.Atty.Gen. 30 (2001)*
- 21 *79 Ops.Cal.Atty.Gen. 69 (1996)*
- 22 *78 Ops.Cal.Atty.Gen. 327 (1995)*
- 23
- 24 *Management Resources:*
- 25 CSBA PUBLICATIONS
- 26 *The Brown Act: School Boards and Open Meeting Laws, rev. 2019*
- 27 INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
- 28 *The ABCs of Open Government Laws*
- 29 LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
- 30 *Open and Public IV: A Guide to the Ralph M. Brown Act, 2<sup>nd</sup> Ed., July 2010*
- 31 *Open and Public IV: A Guide to the Ralph M. Brown Act Supplement, September 2013*
- 32 WEB SITES
- 33 *CSBA: <http://www.csba.org>*
- 34 *CSBA, GAMUT Meetings:*
- 35 *<http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>*
- 36 *California Attorney General's Office: <http://www.ag.ca.gov>*
- 37 *Institute for Local Government: <http://www.ca-ilg.org>*
- 38 *League of California Cities: <http://www.cacities.org>*
- 39
- 40
- 41
- 42

43 Bylaw Adopted: 7/19/2010; **MERCED COUNTY BOARD OF EDUCATION**  
44 Revised: 9/17/12, 12/14/2020, 3/15/21, FOR REVIEW 2/22/22/APPROVAL 3/21/22 Merced, California



Merced County Board of Education

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# Business Items for Action



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

## Quarterly Williams Reports

2021-2022

<b>Merced County Districts Quarterly Williams Uniform Complaint Summary Reports</b>	1st Qrt. <b>July-Sep</b>	2nd Qrt. <b>Oct-Dec</b>	3rd Qrt. <b>Jan-March</b>	4th Qrt. <b>Apr-June</b>
<i>Atwater Elementary</i>	0	0		
<i>Ballico-Cressey</i>	0	0		
<i>Delhi Unified</i>	0	0		
<i>Dos Palos/Oro Loma Unified</i>	0	0		
<i>El Nido Elementary</i>	0	0		
<i>Gustine Unified</i>	0	0		
<i>Hilmar Unified</i>	0	0		
<i>Le Grand Elementary</i>	0	0		
<i>Le Grand Union High</i>	0	0		
<i>Livingston Union High</i>	0	0		
<i>Los Banos Unified</i>	0	0		
<i>McSwain Union Elementary</i>	0	0		
<i>Merced City</i>	0	0		
<i>Merced County Office of Education</i>	0	0		
<i>Merced River Union Elementary</i>	0	0		
<i>Merced Union High</i>	0	0		
<i>Plainsburg Union Elementary</i>	0	0		
<i>Planada</i>	0	0		
<i>Snelling-Merced Falls Union Elementary</i>	0	0		
<i>Weaver Union Elementary</i>	0	0		
<i>Winton Elementary</i>	0	0		

**Details of District Complaints can be obtained from Paula Heupel 21-22**