

**Merced County Special Education**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	632 West 13th St. Merced, CA , 95341-5908	<b>Principal:</b>	Susan Coston, Assistant Superintendent
<b>Phone:</b>	(209) 381-6710	<b>Grade Span:</b>	P-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Susan Coston, Assistant Superintendent

Principal, Merced County Special Education

#### About Our School

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#### Contact

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Merced County Special Education  
632 West 13th St.  
Merced, CA 95341-5908

Phone: [\(209\) 381-6710](tel:(209)381-6710)  
Email: [scoston@mcoe.org](mailto:scoston@mcoe.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

<b>District Name</b>	Merced County Office of Education
<b>Phone Number</b>	(209) 381-6600
<b>Superintendent</b>	Tietjen, Steve
<b>Email Address</b>	<a href="mailto:stietjen@mcoe.org">stietjen@mcoe.org</a>
<b>Website</b>	<a href="http://www.mcoe.org">www.mcoe.org</a>

### School Contact Information (School Year 2021—2022)

<b>School Name</b>	Merced County Special Education
<b>Street</b>	632 West 13th St.
<b>City, State, Zip</b>	Merced, CA , 95341-5908
<b>Phone Number</b>	(209) 381-6710
<b>Principal</b>	Susan Coston, Assistant Superintendent
<b>Email Address</b>	<a href="mailto:scoston@mcoe.org">scoston@mcoe.org</a>
<b>Website</b>	<a href="http://www.mcoe.org">http://www.mcoe.org</a>
<b>County-District-School (CDS) Code</b>	24102496069199

Last updated: 1/11/22

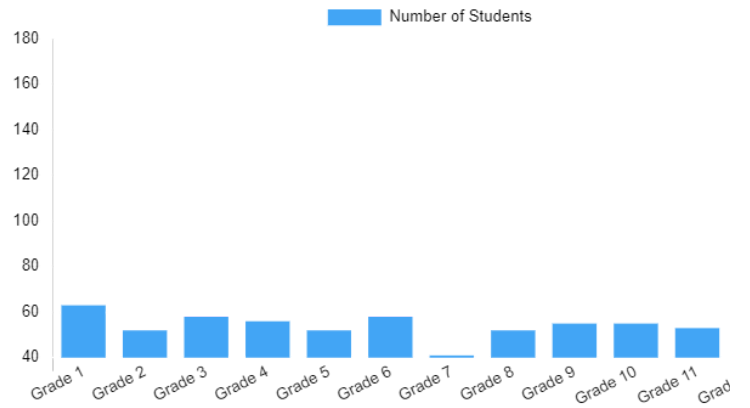
**School Description and Mission Statement (School Year 2021—2022)**

Merced County Office of Education (MCOE) Special Education program serves children and young adults who have special needs associated with a variety of cognitive, physical disabling and social/emotional conditions. MCOE Special Education programs provide specialized classes and services for students, based on needs indicated on their Individualized Education Plans. The mission of MCOE Special Education is to provide high quality educational opportunities and support services to our students, families and community to ensure that every student is a success in their academic achievement, personal and social development. MCOE Special Education also promotes MCOE's overall mission to Nurture, Serve and Lead by promoting a healthy lifestyle, lifelong learning and career satisfaction in our students. If you have any questions about the data presented in this report, or if you want information about Special Education programs or services, please call (209)381-6711.

*Last updated: 1/11/22*

**Student Enrollment by Grade Level (School Year 2020—2021)**

Grade Level	Number of Students
Grade 1	63
Grade 2	52
Grade 3	58
Grade 4	56
Grade 5	52
Grade 6	58
Grade 7	41
Grade 8	52
Grade 9	55
Grade 10	55
Grade 11	53
Grade 12	162
Kindergarten	52
Total Enrollment	809



*Last updated: 1/11/22*

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	29.50%
Male	70.50%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	3.50%
Black or African American	5.40%
Filipino	0.20%
Hispanic or Latino	65.40%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	3.70%
White	20.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.30%
Foster Youth	3.10%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	70.10%
Students with Disabilities	100.00%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Preparation and Placement (School Year 2020—2021)**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

**Teachers Without Credentials and Misassignments (School Year 2020—2021)**

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:*



**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science and Social Studies. The program also provides resources for instruction in daily living skills, social emotional skills, vocational and transition skills.</p> <p>Students who are enrolled in our Sierra Program, a program providing services to students identified as Emotionally Disturbed (ED) use the curricula adopted by the host school/district and/or use the online Acellus curricula that addresses the four core subject areas. The MCOE Sierra Program also uses iReady in all four subject areas.</p>		0%
Mathematics	<p>Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science and Social Studies. The program also provides resources for instruction in daily living skills, social emotional skills, vocational and transition skills.</p> <p>Students who are enrolled in our Sierra Program, a program providing services to students identified as Emotionally Disturbed (ED) use the curricula adopted by the host school/district and/or use the online Acellus curricula that addresses the four core subject areas. The MCOE Sierra Program also uses iReady in all four subject areas.</p>		0%
Science	<p>Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science and Social Studies. The program also provides resources for instruction in daily living skills, social emotional skills, vocational and transition skills.</p> <p>Students who are enrolled in our Sierra Program, a program providing services to students identified as Emotionally Disturbed (ED) use the curricula adopted by the host school/district and/or use the online Acellus curricula that addresses the four core subject areas. The MCOE Sierra Program also uses iReady in all four subject areas.</p>		0%
History-Social Science	<p>Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science and Social Studies. The program also provides resources for instruction in daily living skills, social emotional skills, vocational and transition skills.</p> <p>Students who are enrolled in our Sierra Program, a program providing services to students identified as Emotionally Disturbed (ED) use the curricula adopted by the host school/district and/or use the online Acellus curricula that addresses the four core subject areas. The MCOE Sierra Program also uses iReady in all four subject areas.</p>		0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/11/22

**School Facility Conditions and Planned Improvements**

Special education students are educated in facilities throughout the County, including portable buildings, rented classrooms on school site, and buildings specifically constructed to house MCOE students and programs. All facilities are handicap accessible and meet applicable fire and safety code standards. All students have access to library materials, whether on-site at their school, or housed centrally with their programs. Internet access is available to students in classrooms or at designated locations on school sites. All classrooms are in good condition and are regularly cleaned and maintained by MCOE custodians. Repair and safety of classrooms is monitored through the Safety Inspection Checklist, which is submitted quarterly. When safety or maintenance needs arise, reports are submitted using specific district forms. Custodial staff consists of eight full-time employees who work the 1:00 P.M. to 10:00 P.M. shift and three fulltime employees working a 6:30am – 3:30pm shift. Additionally, four part-time employees are on call.

*Last updated: 1/11/22*

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Wardrobe/Rm. 9: Two holes in the walls. Hoover: Vinyl flooring has cracks and holes in it.  Work Orders to repair the cracked vinyl have been submitted to Maintenance.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Hoover: Cracked vinyl flooring.  Work Orders to repair the cracked vinyl flooring have been submitted to Maintenance.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Wardrobe: Fire extinguishers have been removed by staff. Winfield/Rms. 1 and 3: Exit lights do not work from the battery. Delhi Ed Park/N1: Two exit lights not working from the battery. Delhi Ed Park/N2: Exit light not working. Galen Clark/Rm. A: Fire pull station is blocked with storage. Hoover: Damaged Electrical Exit sign in te therapy area.  Work Orders to repair the Exit Lights have been submitted to Maintenance. The teacher has been directed to move all storage items away from the Fire Pull Station.
<b>Structural:</b> Structural Damage, Roofs	Good	Selma Herndon: Water damaged siding at the South and East sides of the building.  Work Orders to repair the damaged siding have been submitted to Maintenance.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Winfield: Fire alarm annunciator is hanging by its wiring and not attached to the building. Frank Sparkes: Three damaged air vents a te exterior siding.  Work Orders to repair the Fire Alarm Annunciator and damaged air vents have been submitted to Maintenance.

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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*Last updated: 1/18/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students**  
**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/11/22*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

Merced County Office of Education's Special Education programs include vocational training at all ages to promote students' independent living. In the Junior High, High School and Transition classes for students ages 14-22, there is an emphasis on career and technical education provided by the Special Education teacher and Vocational Education Staff. In addition, as appropriate, students are co-enrolled in the Regional Occupational Program (ROP) classes that provide on-the-job work experience in community businesses. Students go to established job sites, accompanied by a Vocational Education Trainer, to learn about the world of work. Tasks and equipment at these sites are adapted to students' needs and abilities. In addition, the Workability grant provides paid work experience training for students ages 14-22 for a specified number of weeks during the school year.

*Last updated: 1/11/22*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education



### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

undefined

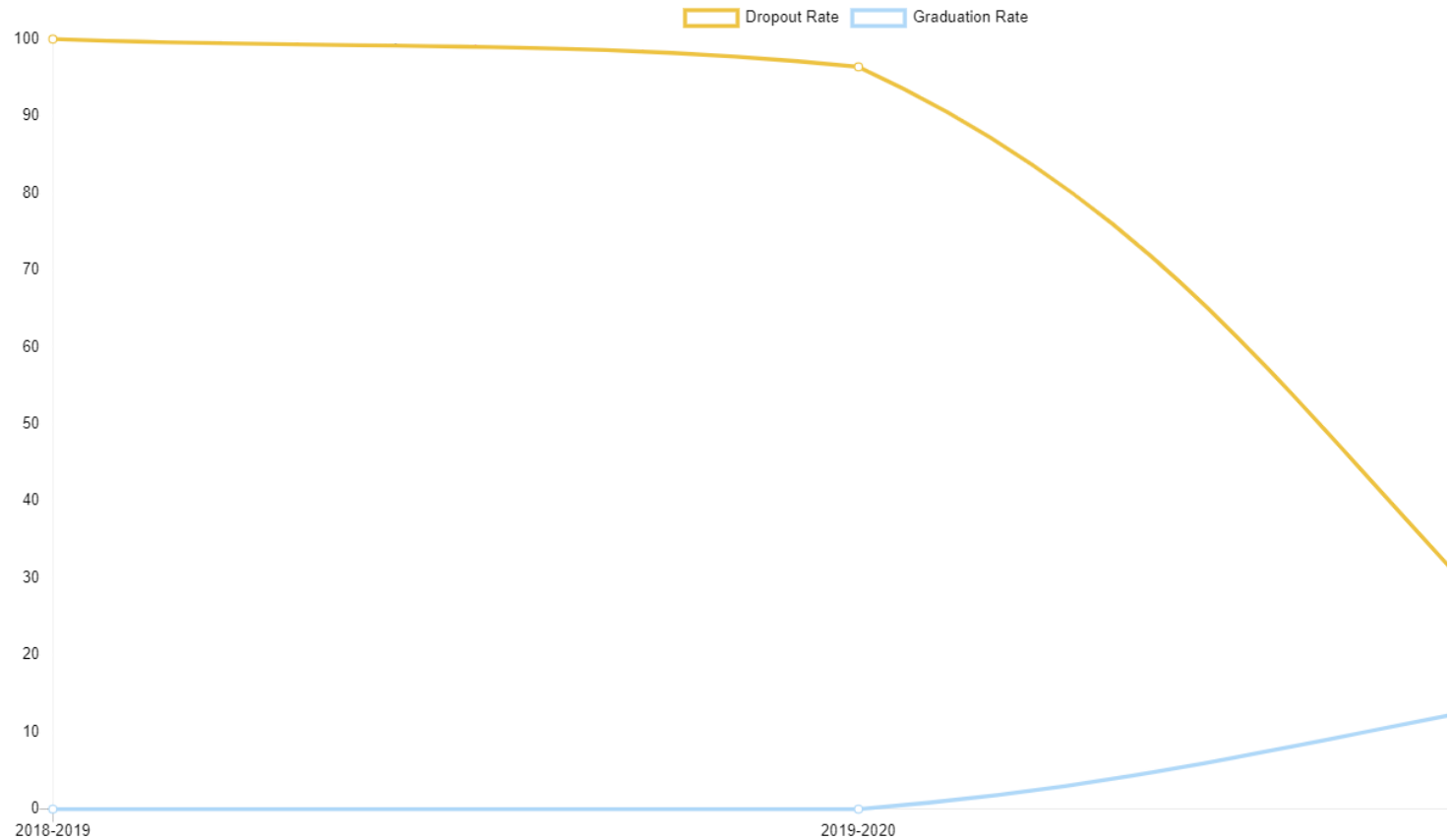
#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	100.00%	96.40%	3.80%	43.60%	44.70%	26.20%	9.00%	8.90%	9.40%
Graduation Rate	0.00%	0.00%	17.30%	54.00%	40.70%	51.70%	84.50%	84.20%	83.60%



#### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020-2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	52	9	17.3
Female	17	4	23.5
Male	35	5	14.3

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	14.3
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0.00
Hispanic or Latino	30	1	3.3
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0.00
White	15	6	40.0
English Learners	15	0	0.0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	52	9	17.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	52	9	17.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated:*

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	871	853	409	47.9
Female	262	256	117	45.7
Male	609	597	292	48.9
American Indian or Alaska Native	31	30	10	48.9
Asian	10	10	6	60.0
Black or African American	55	51	25	49.0
Filipino	3	3	1	33.3
Hispanic or Latino	562	554	280	50.5
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	29	26	12	46.2
White	176	174	72	41.4
English Learners	240	238	120	50.4
Foster Youth	44	39	25	64.1
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	601	590	282	47.8
Students Receiving Migrant Education Services	0	0	0	0.0

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	870	852	409	48.0

*Last updated:*

### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.75%		8.96%		3.47%	
Expulsions	0.00%		0.00%		0.08%	

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019—2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.99%	5.13%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

*Last updated: 1/11/22*

**Suspensions and Expulsions by Student Group**  
(School Year 2020—2021)

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	0.34	0
Female	0	0
Male	0.49	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.57	0
English Learners	0	0
Foster Youth	4.55	0
Homeless	0	0
Socioeconomically Disadvantaged	0.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.34	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

All MCOE Special Education classes located on host district sites follow the school safety plans for that district and site. MCOE staff joins with district staff at early meeting to review the existing plans for the particular site. Areas discussed include the roles and responsibilities of all site personnel (include district and MCOE). Procedures are reviewed for emergency situations such as evacuation routes for all personnel and students, safe zones, and lock-down procedures. As part of the site safety plan, all visitors are to report to the office, and to receive a visitor's badge, before being allowed on campus

*Last updated: 1/11/22*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	7.60
Social Worker	0.00
Nurse	7.50
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	0.00
Other	17.30

Last updated: 1/1/00

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$39080.00	\$38733.00	\$347.00	\$66653.00
District	N/A	N/A	\$13415.00	\$82115.00
Percent Difference – School Site and District	N/A	N/A	-97.00%	-19.00%
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/11/22

Note: Cells with N/A values do not require data.



**Types of Services Funded (Fiscal Year 2020–2021)**

MCOE Special Education programs provide educational services to individuals ages 5 through 22 years who have various forms of developmental and/or other disabilities. Special Education services are funded 99.75% through restricted categorical state and federal dollars. The remaining .25% is funded through various unrestricted resources including State Lottery revenues.

The following programs and services are administered by MCOE:

- Classes for students with moderate to severe disabilities
- Speech and Language Therapy
- Occupational Therapy
- Visually Impaired Services
- Deaf/Hard of Hearing Services
- Psychologist Services
- Board Certified Behavior Specialist Services
- Health/Nursing Services
- Adapted Physical Education Services
- Home Instruction
- Assistive Technology Consultation Services

*Last updated: 1/11/22*

## Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	576	121	21.01	78.99	12.40
Female	169	35	20.71	79.29	17.14
Male	407	86	21.13	78.87	10.47
American Indian or Alaska Native	--	--	--	--	--
Asian	13	0	0.00	100.00	--
Black or African American	29	6	20.69	79.31	--
Filipino	--	--	--	--	--
Hispanic or Latino	404	98	24.26	75.74	10.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	3	15.79	84.21	--
White	102	12	11.76	88.24	25.00
English Learners	156	29	18.59	81.41	6.90
Foster Youth	27	5	18.52	81.48	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	425	96	22.59	77.41	13.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	432	14	3.24	96.76	0.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
LEAwide	577	109	18.89	81.11	0.92
Female	170	31	18.24	81.76	0.00
Male	407	78	19.16	80.84	1.28
American Indian or Alaska Native	--	--	--	--	--
Asian	13	0	0.00	100.00	--
Black or African American	29	5	17.24	82.76	--
Filipino	--	--	--	--	--
Hispanic or Latino	404	88	21.78	78.22	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	3	15.79	84.21	--
White	103	11	10.68	89.32	9.09
English Learners	156	25	16.03	83.97	0.00
Foster Youth	27	5	18.52	81.48	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	426	86	20.19	79.81	1.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	432	14	3.24	96.76	0.00

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/22