AGENDA
MERCED COUNTY BOARD OF EDUCATION
October 21, 2024

REGULAR BOARD MEETING

Merced County Office of Education - 632 West 13th Street, Merced CA 95341 – Board Room
Closed Session: 2:45 pm – Open Session: 3:00 p.m.

[These proceedings may be recorded.]

I. Open

A. Call to Order at _____ PM by Chairperson _____

B. Roll Call:

Fred Honoré, Chairperson	_____
Dennis Hanks, Vice Chairperson	_____
Frank Fagundes, Member	_____
Tim Razzari, Member	_____
Geneva Brett, Member	_____

C. Others Present: _____

II. Call for Public Comments Identified Closed Session Agenda Items

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

The Board will proceed into a Closed Session

III. Closed Session

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

IV. Open Session – Report following Closed Session

V. Flag Salute – Pledge of Allegiance to the Flag

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

A. Minutes of Regular Meeting on September 16, 2024

Motioned by _____ Seconded by _____ Vote _____

VII. Written Communications

A. Correspondence Received By Chairperson

B. Correspondence Received By Board Members

C. Correspondence Received By Superintendent

VIII. 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)*.

IX. Future Agenda Items

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

A. Report on Attendance of MCSBA Fall Conference — County Superintendent/Board Members

B. Board Member's Report *(if any)* — Board Members

C. Superintendent's Report — Steve M. Tietjen
1. Excellence in Education - October 3, 2024
2. Merced County Education Foundation (MCEF) Fundraiser - October 26, 2024

XI. Business Items for Action

A. "Gann" Limit [Resolution No. 2024-32] — Janet Riley, *Asst. Supt.-Bus.Srvs.*

It is recommended that the Board of Education approve **Resolution No. 2024-32** Adopting the "Gann" Limit

Motioned by _____ Seconded by _____ Vote _____

B. School Plan for Student Achievement (SPSA) 2024-2025 — Maria Duran-Barajas, *Director-Sp. Ed..*

It is recommended that the Board of Education approve the 2024-2025 School Plans for Student Achievement for Merced County Office of Education Special Education and Schelby School

Motioned by _____ Seconded by _____ Vote _____

C. Proposition 28: Arts and Music in Schools Funding 2023-2024 — Tara Hill, *Director-Ed. Srvs.*

It is recommended that the Board of Education approve the 2023-2024 Proposition 28: Arts and Music in Schools Funding. There were no Prop 28 funds expended in the Fiscal Year 2023-2024. Pursuant to Education Code 8820(g)(4)

Motioned by _____ Seconded by _____ Vote _____

D. Resolution for Exception to the 180-Day Wait Period

Janet Riley
Asst. Supt.-Bus. Srvs

It is recommended that the Board of Education approve **Resolution No. 2024-33** Declaration of 180-Day Wait Period Exception and Appointment of Jeanie Flores as extra Help Retired Annuitant to perform training and support for the Merced County Office of Education, effective November 1, 2024.

Motioned by _____ Seconded by _____ Vote _____

XII. Call for Public Comments Identified Closed Session Agenda Items

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

The Board will proceed into a Closed Session.

XIII. Closed Session Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request – **Appeal # 2024-09** – 3:30 PM

XIV. Closed Session to Deliberate Interdistrict Attendance **Appeal #2024-09**

XV. Closed Session to Hear Appeal of Pupil Expulsion **Appeal #2024-02** – 4:00 PM

XVI. Closed Session to Deliberate Pupil Expulsion **Appeal #2024-02**

XVII. Open Session – Report Action of Interdistrict Attendance Appeal #2024-09

Moved by_____ Seconded by_____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

XVIII. Open Session – Report Action of Pupil Expulsion Appeal #2024-02

Moved by_____ Seconded by_____ Roll Call Vote:

Honoré	_____
Hanks	_____
Fagundes	_____
Razzari	_____
Brett	_____

XIX. 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 communication 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 before that meeting are available for public inspection in the Superintendent's Office at the Merced County Office of Education, 632 West 13th Street, Merced, CA 95341, during normal business hours. The agenda is made available on our website: www.mcoe.org *(Government Code 54957.5) (Board Bylaw 9320 & 9322)*

Merced County Board of Education

Consent Agenda

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MINUTES
MERCED COUNTY BOARD OF EDUCATION
September 16, 2024

REGULAR BOARD MEETING

Merced County Office of Education Board Room
632 W. 13th Street, Merced, CA 95341

I. Opening

A. Board Chairperson, Fred Honoré, called the regular meeting of the Merced County Board of Education to order at 3:00 PM.

B. Members present were Fred Honoré, Dennis Hanks, Tim Razzari, and Frank Fagundes. Geneva Brett was absent.

C. Others present: Laura Andrews, Laura Avila, Rosa Barragan, Andrea Cruthird-Mays, Kathy Davis, Vanessa Doss, Maria Duran-Barajas, Toula Eccles, Tricia Ellis, Shannon Espinosa, Tara Hill, Cristi Johnson, Mike Lincoln, Martin Macias, Joseph Oh, Michael Ortiz, Maritza Prado, Jennely Rangel, Janet Riley, Ana Rios-Belt, Janice Rogge, Stacy Shasky, Tina Shultz, Luis Sobrevilla, Christi Tropp, Cristina Vara, Kristie Williams, Brenda Zaragoza, Maria Cuevas, , Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent

II. Flag Salute – Pledge Allegiance to the Flag

III. Presentation:

A. Presentation of Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending September 2024

1. Classified Employee: Vanessa Doss, Educational Services
2. Classified Employee: Luis Sobrevilla, Educational Services
3. Certificated Employee: Laura Avila, Special Education
4. Management Employee: Tina Schultz, Human Resources

Outstanding Employee Awards were presented to Vanessa Doss, Educational Services, Outstanding Classified Employee; Outstanding Classified Employee, Luis Sobrevilla, Educational Services; Certificated Employee Laura Avila with Special Education; and Outstanding Management Employee Tina Schultz, Human Resources.

IV. Consent Agenda:

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

A. Minutes of Regular Meeting on August 19, 2024
B. **Resolution No. 2024-25** Recognizing October 13-19, 2024 as Week of the School Administrator
C. **Resolution No. 2024-26** Proclaiming October 2024 as Character Education Month
D. Retirement Resolution:
   1. **Resolution No. 2024-30** Honoring Teresa Machado
   2. **Resolution No. 2024-31** Honoring Rebecca Rodriguez Lincoln

Frank Fagundes moved and **Dennis Haines** seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 4-0 *(Brett absent)*.

V. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received By Board Members: None.

C. Correspondence Received By Superintendent: VST Annexation Meeting overview

VI. 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.

VII. Future Agenda Items

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

A. Board Member's Report *(if any)*: None

B. Superintendent's Report:

1. Excellence in Education @ Merced Theatre – October 3, 2024
2. Career Industry Day @ Merced Fairgrounds – October 17, 2024
3. Merced County Education Foundation Fundraiser - MCOE Downtown PDC – October 26th
4. MCSBA Conference – October 18-20, 2024 - Monterey, CA

IX. Business Items for Action

A. Public Hearing – Sufficiency of Instructional Materials and Textbooks

1. Review Sufficiency of Instructional Materials and Textbooks for Fiscal Year 2024-2025 in Schools Operated by the Merced County Office of Education in compliance with Education Code 60119. Presented by Director of Educational Services, Tara Hill.
2. Open Public Hearing: Fred Honoré opened the public hearing. No comments were made.
3. Close Public Hearing: Fred Honoré closed the public hearing.

It is recommended that the Board of Education approve **Resolution No. 2024-27** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 in **Schools Operated by the Merced County Office of Education**

Dennis Hanks moved and **Frank Fagundes** seconded a motion to approve Resolution No. 2024-27 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 in Schools Operated by the Merced County Office of Education as submitted. The motion carried with a vote of 4-0 *(Brett absent)*.

B. Public Hearing – Sufficiency of Instructional Materials and Textbooks

1. Review Sufficiency of Instructional Materials and Textbooks for Fiscal Year 2024-2025 at Merced Scholars Charter Schools Operated by the Merced County Office of Education in compliance with Education Code 60119. Presented by Director of Educational Services, Tara Hill.
2. Open Public Hearing: Fred Honoré opened the public hearing. No comments were made.
3. Close Public Hearing: Fred Honoré closed the public hearing.

It is recommended that the Board of Education approve **Resolution No. 2024-28** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 at **Merced Scholars Charter School** Operated by the Merced County Office of Education

Tim Razzari moved and **Frank Fagundes** seconded a motion to approve Resolution No. 2024-28 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 at Merced Scholars Charter School Operated by the Merced County Office of Education as submitted. The motion carried with a vote of 4-0 *(Brett absent)*.

C. Public Hearing – Sufficiency of Instructional Materials and Textbooks

1 Review Sufficiency of Instructional Materials and Textbooks for Fiscal Year 2024-2025 at Come Back Charter School Operated by the Merced County Office of Education in compliance with Education Code 60119. Presented by Coordinator of Educational Services, Joseph Oh.

2. Open Public Hearing: Fred Honoré opened the public hearing. No comments were made.

3. Close Public Hearing: Fred Honoré closed the public hearing.

It is recommended that the Board of Education approve **Resolution No. 2024-29** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 at **Come Back Charter School** Operated by the Merced County Office of Education

Frank Fagundes moved and **Tim Razzari** seconded a motion to approve Resolution No. 2024-29 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2024-2025 at Come Back Charter School Operated by the Merced County Office of Education as submitted. The motion carried with a vote of 4-0 *(Brett absent)*.

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

The Board proceeded into Closed Session.

X. Closed Session Pursuant to Education Code 35146 to Hear Appeal of Denial of Interdistrict Attendance Request. 3:30 PM – **Appeals # 2024-08**

The Merced County Board of Education met in closed session for the Interdistrict Attendance Hearing of student #2024-08

XI. Closed Session to Deliberate Interdistrict Attendance Appeal

The Merced County Board of Education deliberated the Interdistrict Attendance appeals in closed session.

The Board proceeded into Open Session.

XII. Open Session for the Disposition of Interdistrict Attendance Appeal
Appeal: # 2024-08

On the request for appeal of denial of the Interdistrict Attendance Requests submitted on behalf of Student #2024-08 it was moved by **Tim Razzari** and seconded by **Dennis Hanks** to **uphold** the Merced Union High School District decision to deny the parents' appeal for an Interdistrict Attendance Agreement for attendance at Golden Valley High School in the Merced Union High School District. The motion carried with a vote of 4-0 *(Brett absent)*.

Vote (by roll call)	Brett	**Absent**
	Fagundes	**Yes**
	Hanks	**Yes**
	Honoré	**Yes**
	Razzari	**Yes**

XV. Adjournment

Dennis Hanks moved and **Tim Razzari** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:49 PM. The motion carried with a vote of 4-0 *(Brett absent)*.

Respectfully submitted,

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

SMT/mc

Merced County Board of Education

Superintendent's and Board Members Report

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MERCED COUNTY EDUCATION FOUNDATION

— FUNDRAISER TO BENEFIT —

ARTS & OUTDOOR

EDUCATION FOR MERCED COUNTY STUDENTS

OCT. 26, 2024

5:30 PM Social | 6:30 PM Dinner

MCOE Downtown Center
501 W Main St, Merced, CA

Reserve tickets or tables at mcoe.org/mcefund

For more information, call (209) 381-6602 or email mercedcountyedfoundation@gmail.com

MCE Merced County Education FOUNDATION

60 YEARS of OUTDOOR EDUCATION
CAMP GREEN MEADOWS
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MERCED COUNTY Office of Education
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County Superintendent of Schools

Merced County Board of Education

Business Items for Action

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

Merced County Board of Education
Fred Honoré, Chairperson
Dennis Hanks, Vice Chairperson
Frank Fagundes, Member
Tim Razzari, Member
Geneva Brett, Member

Resolution No. 2024-32
For Adopting the "Gann" Limit

(Normal, no increase to Limit pursuant to Government Code 7902.1)

Whereas, in November 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment; which added Article XIIB to the California Constitution; and

Whereas, the provisions of that Article establish maximum appropriate limitations, commonly called "Gann Limits" for public agencies, including school districts; and

Whereas, the district must establish a revised Gann Limit for the 2023-2024 fiscal year and a projected Gann Limit for the 2024-2025 fiscal year in accordance with the provisions of Article XIIB and applicable statutory law; and

Now Therefore Be It Resolved, that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2023-2024 and 2024-2025 years are made in accord with applicable constitutional and statutory law;

And Be It Further Resolved, that this Board does hereby declare that the appropriations in the Budget for the 2023-2024 and 2024-2025 fiscal years do not exceed the limitations imposed by Proposition 4;

And Be It Further Resolved, that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of this district.

ADOPTED October 21, 2024

_____

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

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2022-23 Actual**			**2023-24 Actual**		
(Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the prior year Annual County LCFF Calculation funding exhibit.)						
PRIOR YEAR APPROPRIATIONS LIMIT						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	5,274,620.00		5,274,620.00			5,274,620.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	13,202,621.06		13,202,621.06			14,832,483.48
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	18,477,241.06		18,477,241.06			20,107,103.48
PRIOR YEAR GANN ADA						
4. Program ADA (Preload/Line B3, PY column)	257.57		257.57			286.64
5. Other ADA (Preload/Line B4, PY column)	54,599.96		54,599.96			55,340.00
PRIOR YEAR LCFF						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, prior year Annual County LCFF Calculation)	5,274,620.00		5,274,620.00			5,274,620.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, prior year Annual County LCFF Calculation)	12,439,303.00		12,439,303.00			12,439,303.00
ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA	**Adjustments to 2022-23**			**Adjustments to 2023-24**		
ADJUSTMENTS TO PRIOR YEAR LIMIT						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
ADJUSTMENTS TO PRIOR YEAR ADA (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						
B. CURRENT YEAR GANN ADA						

		2023-24 Calculations			2024-25 Calculations		
		Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
	CURRENT YEAR PROGRAM ADA	2023-24 Annual Report			2024-25 Annual Estimate		
	Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1.	Total County Program ADA (Form A, Line B1d)	286.64		286.64	280.00		280.00
2.	Total Charter Schools ADA (Form A, Line C2d plus C6d)	0.00		0.00	0.00		0.00
3.	Total Current Year ADA (Lines B1 through B2)	286.64	0.00	286.64	280.00	0.00	280.00
		2023-24 P2 Report			2024-25 P2 Estimate		
	CURRENT YEAR DISTRICT ADA						
4.	Total District Gann ADA (Sum of all District Form GANN, Line B3)			55,340.00			55,620.00
C.	**CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE**	2023-24 Actual			2024-25 Budget		
	AID RECEIVED						
	TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1.	Homeowners' Exemption (Object 8021)	109,644.77		109,644.77	116,344.00		116,344.00
2.	Timber Yield Tax (Object 8022)	0.00		0.00	7.00		7.00
3.	Other Subventions/In-Lieu Taxes (Object 8029)	7,508.87		7,508.87	0.00		0.00
4.	Secured Roll Taxes (Object 8041)	15,291,518.00		15,291,518.00	15,264,381.00		15,264,381.00
5.	Unsecured Roll Taxes (Object 8042)	1,181,749.72		1,181,749.72	1,108,759.00		1,108,759.00
6.	Prior Years' Taxes (Object 8043)	28,472.74		28,472.74	34,538.00		34,538.00
7.	Supplemental Taxes (Object 8044)	440,083.82		440,083.82	519,679.00		519,679.00
8.	Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	367,239.89		367,239.89	381,929.00		381,929.00
9.	Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10.	Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11.	Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
12.	Comm. Redevelopment Funds (Objects 8047 & 8625)	1,089,823.36		1,089,823.36	938,248.00		938,248.00
13.	Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14.	Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15.	Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
16.	Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17.	TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)	18,516,041.17	0.00	18,516,041.17	18,363,885.00	0.00	18,363,885.00

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	18,516,041.17	0.00	18,516,041.17	18,363,885.00	0.00	18,363,885.00
EXCLUDED APPROPRIATIONS						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			831,932.38			966,241.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			831,932.38			966,241.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFF - CY (objects 8011 and 8012)	18,892,406.00		18,892,406.00	18,820,572.00		18,820,572.00
26. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	1,410.00		1,410.00	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	18,893,816.00	0.00	18,893,816.00	18,820,572.00	0.00	18,820,572.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	141,158,016.54		141,158,016.54	131,608,303.97		131,608,303.97
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	1,549,997.81		1,549,997.81	1,549,997.81		1,549,997.81
D. APPROPRIATIONS LIMIT CALCULATIONS	**2023-24 Actual**			**2024-25 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			5,274,620.00			5,274,620.00
2. Inflation Adjustment			1.0444			1.0362
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			1.1129			0.9768
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			6,130,758.13			5,338,760.22
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			13,202,621.06			14,832,483.48

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
6. Inflation Adjustment			1.0444			1.0362
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1.0136			1.0051
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			13,976,345.35			15,447,803.42
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			20,107,103.48			20,786,563.64
APPROPRIATIONS SUBJECT TO THE LIMIT						
10. Local Revenues Excluding Interest (Line C19)			18,516,041.17			18,363,885.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			2,422,994.69			3,388,919.64
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			232,475.61			259,243.72
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			18,748,516.78			18,623,128.72
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			2,190,519.08			3,129,675.92
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			18,748,516.78			
b. State Subventions (Line D13)			2,190,519.08			
c. Less: Excluded Appropriations (Line C24)			831,932.38			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			20,107,103.48			
15 Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)			0.00			
SUMMARY	**2023-24 Actual**			**2024-25 Budget**		
16 Adjusted Appropriations Limit (Lines D9 plus D15)			20,107,103.48			20,786,563.64
17 Appropriations Subject to the Limit (Line D14d)			20,107,103.48			

	2023-24 Calculations			2024-25 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
* Please provide below an explanation for each entry in the adjustments column.						

Janet Riley	JRiley@mcoe.org	209-381-6725
Gann Contact Person	Contact Email Address	Contact Phone Number

2024/25 School Plans for Student Achievement

School Plans for Student Achievement (SPSA) are required when a school is designated as a Title 1 Schoolwide Program and/or is identified for Comprehensive Support and Improvement (CSI), which MCOE Special Education met the criteria in the area of low graduation rate. The purpose of the MCOE Special Education SPSA is to meet the requirements for both CSI and Title 1 Schoolwide Program. The SPSA identifies and addresses the instructional and social-emotional needs of their students and staff, and parent involvement. The SPSA will specify how funding will be used to accomplish the goals outlined in the plan.

Special Education consulted with the following educational partners: MCOE SPED Program Staff, Leadership team, English Language Advisory Committee (ELAC), School Site Council (SSC), and parents to identify the students and staff needs. The following goals were identified:

- Merced County Special Education Goals:
    - Academic Engagement: Increase Graduation Rate
    - Academic Engagement: Increase College and Career Readiness
    - Positive Culture and Engagement: Decrease Suspension Rates

The School Site Council adopted the SPSA at a public meeting on Sept. 26, 2024. The SSC recommends the SPSA to the Board for the required annual approval.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merced County Special Education	24102496069199	September 26, 2024	October 21, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Merced County Special Education for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

The purpose of the Merced County Office of Education (MCOE) Special Education Single Plan for Student Achievement (SPSA) is to meet the requirements for Comprehensive Support and Improvement (CSI) and Title 1 Schoolwide Program. When developing the SPSA, MCOE Special Education will identify and address the instructional needs of our students with a range of needs such as moderate to severe disabilities and students with emotional disabilities. The SPSA will specify how funding will be used to accomplish the goals outlined in the plan.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Merced County Special Education for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

The purpose of the Merced County Office of Education (MCOE) Special Education Single Plan for Student Achievement (SPSA) is to meet the requirements for Comprehensive Support and Improvement (CSI) and Title 1 Schoolwide Program. When developing the SPSA, MCOE Special Education will identify and address the instructional needs of our students with a range of needs such as moderate to severe disabilities and students with emotional disabilities. The SPSA will specify how funding will be used to accomplish the goals outlined in the plan.

MCOE Special Education has aligned this plan with the CSI Monitoring and Evaluation plan found in the Merced County Office of Education LCAP. While the actions and services contained within that LCAP are geared more towards our Court and Community School Programs, MCOE Special Education is aligned to the following MCOE LCAP goals:

- All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, Math, and English proficiency.
- All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities.
- Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards and lead to an Alternate Diploma Pathway course of study aligned with state standards.
- Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, and maintain facilities.

Educational Partner Involvement

How, when, and with whom did Merced County Special Education consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Merced County Office of Education operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). MCOE Special Education serves students with moderate to severe disabilities on 39 sites, in 9 districts throughout Merced County. The Merced SELPA is governed by a Board of Directors, which is made up of the county superintendent and the superintendents of each participating school district within the SELPA region.

The Merced County Office of Special Education staff and parents provided input on this plan by participating in a survey. The results of the survey were used for the development of the 2024-2025 SPSA. The Assistant Superintendent of Special Education, Coordinators, Directors, and Fiscal Managers were consulted for the development of the SPSA as well.

The Merced County Office of Education Special Education Schools School Site Council reviewed and approved the SPSA on September 26, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We have seen an increase in students who need behavioral and social-emotional support. This is often compounded by a student's cognitive delay or type of disability. By providing increased staff support, staff development, and training, we can better meet students' needs to de-escalate challenging behaviors, thereby increasing their access to academics and

ensuring safety for our students and staff. As well, by increasing enrichment activities can keep students engaged in their educational program and increase student's attendance and graduation rate, and decrease the suspension rates.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In the College and Career indicator students with disabilities were 7.3% prepared when compared to students with emotional disabilities were 8.3% prepared. As well, the graduation rate for students with disabilities was 7.1%, whereas the Hispanic subgroup increased to 7.8% and students with emotional disabilities was at 7%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Suspension Rates increased .5% (AA Maintained .2%, Foster Youth Increased 2.5%, Hispanic increased .4%, SED increased .9%, White increased 1.8%, Homeless no color). Foster Youth and AA groups with lowest status.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Merced County Special Education. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.87%	0.83%	0.67%	7	7	6
African American	5.07%	5.07%	4.69%	41	43	42
Asian	3.83%	4.36%	5.14%	31	37	46
Filipino	0.25%	0.47%	0.78%	2	4	7
Hispanic/Latino	68.60%	70.28%	71.96%	555	596	644
Pacific Islander	0.37%	0.35%	0.56%	3	3	5
White	18.05%	16.27%	14.08%	146	138	126
Multiple	2.97%	2.36%	2.12%	24	20	19
			Total Enrollment	809	848	895

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	69	59
Grade 1	50	72	65
Grade 2	59	52	78
Grade3	48	60	52
Grade 4	57	55	64
Grade 5	57	58	52
Grade 6	47	51	56
Grade 7	60	48	52
Grade 8	44	57	52
Grade 9	53	46	55
Grade 10	54	54	48
Grade 11	52	54	55
Grade 12	166	172	162
Total Enrollment	809	848	895

Conclusions based on this data:

1. 2023-24 an increase in student enrollment in the following student groups: Asian, Filipino, Hispanic, and Pacific Islander, and a slight decline in the White, American Indian, and African American student group.
2. Second grade had the greatest student enrollment increase from 2021-2024.
3. Tenth grade had the greatest decrease in student enrollment from 2021-22024.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	233	236	236	26.3%	28.8%	26.4%
Fluent English Proficient (FEP)	34	38	50	4.4%	4.2%	5.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The percent of ELs has remained stable from 2022-23 to 2023-24.
2. The number of EL students that are classified as Fluent English Proficient has increased from 34 to 50 students in 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	7	6	*	7	6	*	7	6		100.0	100
Grade 4	9	5	9	9	5	9	9	5	9	100.0	100.0	100
Grade 5	16	10	7	15	10	5	15	10	5	93.8	100.0	71.4
Grade 6	11	15	9	8	15	9	8	15	9	72.7	100.0	100
Grade 7	13	11	14	10	11	14	9	11	14	76.9	100.0	100
Grade 8	15	9	10	8	9	10	8	9	10	53.3	100.0	100
Grade 11	16	9	14	8	9	12	7	9	12	50.0	100.0	85.7
All Grades	83	66	69	61	66	65	59	66	65	73.5	100.0	94.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2366.	*	*	6.67	*	*	0.00	*	*	6.67	*	*	86.67	*	*
Grade 6	*	2352.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 7	*	2385.	2361.	*	0.00	0.00	*	0.00	0.00	*	18.18	7.14	*	81.82	92.86
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	2421.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67
All Grades	N/A	N/A	N/A	1.69	1.52	0.00	1.69	0.00	6.15	6.78	4.55	4.62	89.83	93.94	89.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.39	0.00	3.08	32.20	37.88	29.23	64.41	62.12	67.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	1.52	0.00	16.95	1.52	10.77	83.05	96.97	89.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.39	1.52	7.69	37.29	60.61	44.62	59.32	37.88	47.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	35.59	42.42	30.77	64.41	57.58	69.23

Conclusions based on this data:

1. 100% of the students enrolled were tested.
2. The overall achievement of students not meeting standards increased from 89.83% to 93.94%%.
3. The percentage at or near standard for student's ability to demonstrate effective communication skills (listening) significanlty increased from 37.29% in 20221-22 to 60.61% in 2022-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	7	6	*	7	6	*	7	6		100.0	100
Grade 4	9	5	9	9	5	9	9	5	9	100.0	100.0	100
Grade 5	16	10	7	15	10	5	15	10	5	93.8	100.0	71.4
Grade 6	11	15	9	6	15	9	6	15	9	54.5	100.0	100
Grade 7	13	11	14	8	11	14	8	11	14	61.5	100.0	100
Grade 8	15	9	10	6	9	10	6	9	10	40.0	100.0	100
Grade 11	16	9	14	8	9	12	8	9	12	50.0	100.0	85.7
All Grades	83	66	69	55	66	65	55	66	65	66.3	100.0	94.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2376.	*	*	0.00	*	*	13.33	*	*	0.00	*	*	86.67	*	*
Grade 6	*	2303.	2303.	*	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0
Grade 7	*	2349.	2349.	*	0.00	0.00	*	0.00	0.00	*	0.00	0.00	*	100.0	100.0
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	3.64	0.00	0.00	1.82	3.03	3.03	94.55	96.97	96.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		0.00	0.00		18.18	18.18		81.82	81.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		0.00	0.00		25.45	28.79		74.55	71.21

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 100% of the students enrolled were tested.
2. The overall achievement of students not meeting standards increased from 94.55% to 96.97%%.
3. The percentage at or near standard for student's ability to demonstrate mathematical conclusions (communication reasoning) increased from 25.45% in 20221-22 to 28.79% in 2022-23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1150.0			1150.0			1150.0			17		
1	1150.0		*	1150.0		*	1150.0		*	17		*
2	1150.0			1150.0			1150.0			12		
3	1166.3			1165.6			1166.9			16		
4	1150.0	*		1150.0	*		1150.0	*		13	*	
5	1188.1	*	*	1188.3	*	*	1188.0	*	*	15	*	*
6	1150.0	*	*	1150.0	*	*	1150.0	*	*	16	*	*
7	*		*	*		*	*		*	10		*
8	1188.6		*	1188.6		*	1188.7		*	18		*
9	1150.0	*		1150.0	*		1150.0	*		13	*	
10	1193.9		*	1191.6		*	1196.1		*	14		*
11	1150.0	*		1150.0	*		1150.0	*		15	*	
12	1150.0	*	*	1150.0	*	*	1150.0	*	*	48	*	*
All Grades										224	7	9

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			0.00			100.0			17		
1	0.00		*	0.00		*	0.00		*	100.0		*	17		*
2	0.00			0.00			0.00			100.0			12		
3	0.00			0.00			0.00			100.0			16		
4	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
5	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	15	*	*
6	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	16	*	*
7	*		*	*		*	*		*	*		*	*		*
8	0.00		*	5.56		*	0.00		*	94.44		*	18		*
9	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
10	0.00		*	0.00		*	0.00		*	100.0		*	14		*
11	0.00	*		0.00	*		0.00	*		100.0	*		15	*	
12	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	48	*	*
All Grades	0.00	*	*	0.45	*	*	0.00	*	*	99.55	*	*	224	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			0.00			100.0			17		
1	0.00		*	0.00		*	0.00		*	100.0		*	17		*
2	0.00			0.00			0.00			100.0			12		
3	0.00			0.00			0.00			100.0			16		
4	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
5	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	15	*	*
6	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	16	*	*
7	*		*	*		*	*		*	*		*	*		*
8	0.00		*	5.56		*	0.00		*	94.44		*	18		*
9	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
10	0.00		*	0.00		*	0.00		*	100.0		*	14		*
11	0.00	*		0.00	*		0.00	*		100.0	*		15	*	
12	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	48	*	*
All Grades	0.00	*	*	0.45	*	*	0.00	*	*	99.55	*	*	224	*	*

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			0.00			100.0			17		
1	0.00		*	0.00		*	0.00		*	100.0		*	17		*
2	0.00			0.00			0.00			100.0			12		
3	0.00			0.00			0.00			100.0			16		
4	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
5	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	15	*	*
6	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	16	*	*
7	*		*	*		*	*		*	*		*	*		*
8	0.00		*	0.00		*	5.56		*	94.44		*	18		*
9	0.00	*		0.00	*		0.00	*		100.0	*		13	*	
10	0.00		*	0.00		*	0.00		*	100.0		*	14		*
11	0.00	*		0.00	*		0.00	*		100.0	*		15	*	
12	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	48	*	*
All Grades	0.00	*	*	0.00	*	*	0.45	*	*	99.55	*	*	224	*	*

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			100.00			17		
1	0.00		*	0.00		*	100.00		*	17		*
2	0.00			0.00			100.00			12		
3	0.00			0.00			100.00			16		
4	0.00	*		0.00	*		100.00	*		13	*	
5	0.00	*	*	13.33	*	*	86.67	*	*	15	*	*
6	0.00	*	*	0.00	*	*	100.00	*	*	16	*	*
7	*		*	*		*	*		*	*		*
8	0.00		*	5.56		*	94.44		*	18		*
9	0.00	*		0.00	*		100.00	*		13	*	
10	0.00		*	0.00		*	100.00		*	14		*
11	0.00	*		0.00	*		100.00	*		15	*	
12	0.00	*	*	0.00	*	*	100.00	*	*	48	*	*
All Grades	0.00	*	*	1.34	*	*	98.66	*	*	224	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			100.00			17		
1	0.00		*	0.00		*	100.00		*	17		*
2	0.00			0.00			100.00			12		
3	0.00			0.00			100.00			16		
4	0.00	*		0.00	*		100.00	*		13	*	
5	0.00	*	*	0.00	*	*	100.00	*	*	15	*	*
6	0.00	*	*	0.00	*	*	100.00	*	*	16	*	*
7	*		*	*		*	*		*	*		*
8	0.00		*	11.11		*	88.89		*	18		*
9	0.00	*		0.00	*		100.00	*		13	*	
10	0.00		*	0.00		*	100.00		*	14		*
11	0.00	*		0.00	*		100.00	*		15	*	
12	0.00	*	*	0.00	*	*	100.00	*	*	48	*	*
All Grades	0.00	*	*	0.89	*	*	99.11	*	*	224	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			100.00			17		
1	0.00		*	0.00		*	100.00		*	17		*
2	0.00			0.00			100.00			12		
3	0.00			0.00			100.00			16		
4	0.00	*		0.00	*		100.00	*		13	*	
5	0.00	*	*	6.67	*	*	93.33	*	*	15	*	*
6	0.00	*	*	0.00	*	*	100.00	*	*	16	*	*
7	*		*	*		*	*		*	*		*
8	5.56		*	0.00		*	94.44		*	18		*
9	0.00	*		0.00	*		100.00	*		13	*	
10	0.00		*	0.00		*	100.00		*	14		*
11	0.00	*		0.00	*		100.00	*		15	*	
12	0.00	*	*	0.00	*	*	100.00	*	*	48	*	*
All Grades	0.45	*	*	0.45	*	*	99.11	*	*	224	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			0.00			100.00			17		
1	0.00		*	0.00		*	100.00		*	17		*
2	0.00			0.00			100.00			12		
3	0.00			0.00			100.00			16		
4	0.00	*		0.00	*		100.00	*		13	*	
5	0.00	*	*	0.00	*	*	100.00	*	*	15	*	*
6	0.00	*	*	0.00	*	*	100.00	*	*	16	*	*
7	*		*	*		*	*		*	*		*
8	0.00		*	0.00		*	100.00		*	18		*
9	0.00	*		0.00	*		100.00	*		13	*	
10	0.00		*	0.00		*	100.00		*	14		*
11	0.00	*		0.00	*		100.00	*		15	*	
12	0.00	*	*	0.00	*	*	100.00	*	*	48	*	*
All Grades	0.00	*	*	0.00	*	*	100.00	*	*	224	*	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2020-21, 224 students were tested, whereas 9 students were tested in 2022-23. This significant drop in the number of students tested is due to EL students are testing using the Alternate ELPAC, not the ELPAC that tis data is based on. The Alternate ELPAC data is not reflected in this data.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
848	**67**	**27.8**	**2.7**
Total Number of Students enrolled in Merced County Special Education.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	236	27.8
Foster Youth	23	2.7
Homeless	2	0.2
Socioeconomically Disadvantaged	568	67
Students with Disabilities	848	100

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	5.1
American Indian	7	0.8
Asian	37	4.4
Filipino	4	0.5
Hispanic	596	70.3
Two or More Races	20	2.4
Pacific Islander	3	0.4
White	138	16.3

Conclusions based on this data:

1. Students with disabilities are 100% of student population.
2. Hispanic students are the largest ethnic group at 70.3%.
3. 67% of the students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

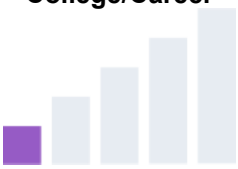
Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Red	**Suspension Rate** Orange
Mathematics Yellow	**Chronic Absenteeism** Yellow	
College/Career  Very Low		

Conclusions based on this data:

1. Students performance in ELA and Math are in the yellow. Significant improvement from the 2022 Dashboard.
2. Students' suspension rate slightly increased from last year.
3. Graduation rate and College/Career Indicators are the greatest need for improvement.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	130.4 points below standard
66.9 points below standard	50.7 points below standard	Maintained +2.8 points
Increased Significantly +41.3 points	Increased Significantly +48.4 points	11 Students
290 Students	85 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Yellow
1 Student	63.4 points below standard	66.9 points below standard
	Increased Significantly +38.6 points	Increased Significantly +41.3 points
	198 Students	290 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
176.3 points below standard Decreased Significantly -41.7 points 12 Students	Less than 11 Students 2 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 62.9 points below standard Increased Significantly +40.1 points 206 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Yellow 69.9 points below standard Increased Significantly +45.9 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
51.4 points below standard Increased Significantly +43.8 points 80 Students	Less than 11 Students 5 Students	75.8 points below standard Increased Significantly +37 points 194 Students

Conclusions based on this data:

1. All students which includes English Learners (+48.4), Socioeconomically Disadvantaged (+38.6), and Students with Disabilities (+41.3) significantly increased in their performance in the ELA area.
2. Although African-American student group did not have a performance level, they performed farther from the standard, (African-American 176.6 points below standard, decreased -41.7 points from standard).
3. Hispanic student group saw a significant increase of +40.1 points from the standard. The ELs showed a greater increase toward the standard compared to English Only students, +43.8 compared to +37.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
92 points below standard	79.7 points below standard	10 Students
Increased Significantly +49.9 points	Increased Significantly +62.9 points	
278 Students	75 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Yellow
1 Student	89.9 points below standard	92 points below standard
	Increased Significantly +51.4 points	Increased Significantly +49.9 points
	192 Students	278 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
199.5 points below standard Decreased -9.9 points 13 Students	Less than 11 Students 2 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 87.2 points below standard Increased Significantly +47 points 196 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Orange 97.9 points below standard Increased Significantly +59.9 points 49 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.9 points below standard Increased Significantly +50.5 points 70 Students	Less than 11 Students 5 Students	98.8 points below standard Increased Significantly +42.4 points 192 Students

Conclusions based on this data:

1. All students which includes English Learners (+62.9), Socioeconomically Disadvantaged (+51.4), and Students with Disabilities (+49.9) significantly increased in their performance in the ELA area.
2. Although African-American student group did not have a performance level, they performed farther from the standard, (African-American 199.5 points below standard, decreased -9.9 points from standard).
3. White student group increased significantly +59.9 points from the standard whereas the Hispanic student group increases +47 points from the standard. The ELs showed a greater increase toward the standard compared to English Only students, +50.5 compared to +42.4.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
28.7% making progress towards English language proficiency
Number of EL Students: 195 Students
Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
2	3	0	4

Conclusions based on this data:

1. There was twice as many students (4) progressed at least one ELPI level when compared to the number of students (2) who decreased one ELPI level.
2. 28.7% of students are making progress towards English language proficiency.
3. 3 students maintained the Levels 1-3.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	1	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
7.3 Prepared	15.4 Prepared	0 Students
55 Students	13 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	8.3 Prepared	7.3 Prepared
1 Student	48 Students	55 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	0 Students
3 Students	1 Student	1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
11.8 Prepared	Less than 11 Students	Less than 11 Students	0 Prepared
34 Students	3 Students	2 Students	11 Students

Conclusions based on this data:

1. Only 7.3 percent of all students are prepared according to the College/Career Indicator.
2. The Hispanic group are better prepared (11.8) when compared to all students.
3. Students that are socioeconomically disadvantaged (8.3) are better prepared than Students with Disabilities (7.3)

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	63.2% Chronically Absent
61.9% Chronically Absent	62% Chronically Absent	Declined -0.8
Declined Significantly -10.2	Declined -10.5	19 Students
567 Students	137 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
2 Students	65.1% Chronically Absent	61.9% Chronically Absent
	Declined Significantly -8.1	Declined Significantly -10.2
	415 Students	567 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
70% Chronically Absent Declined -14.6 30 Students	Less than 11 Students 4 Students	60% Chronically Absent Increased 4 30 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 63.9% Chronically Absent Declined Significantly -10.5 404 Students	66.7% Chronically Absent Increased 11.1 15 Students	Less than 11 Students 1 Student	 Orange 47.5% Chronically Absent Declined -18.8 80 Students

Conclusions based on this data:

1. There was a significant decline in chronic absenteeism for all students, -10.2 points.
2. The subgroups English Learners (-10.5), Socioeconomically Disadvantaged (-8.1), and Students with Disabilities (-10.2) saw a significant decline when compared to Foster Youth who only decreased by .8 points.
3. The African American (-14.6) and White (-18.8) subgroups demonstrated the largest declines in chronic absenteeism.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	15.4% graduated	No Performance Color
17.9% graduated	Increased Significantly 15.4	0 Students
Increased Significantly 7.1	13 Students	
56 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Red
1 Student	18.4% graduated	17.9% graduated
	Increased Significantly 7	Increased Significantly 7.1
	49 Students	56 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 17.1% graduated Increased Significantly 7.8 35 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	18.2% graduated 11 Students

Conclusions based on this data:

1. MCOE Special Education graduation rate is very low about 17.9%. The Dashboard data does not take into account students who receive the Certificate of Completion.
2. The following subgroups had a significant increase in their graduation rate: English Learners (15.4%), Socioeconomically Disadvantaged (18.4%), and Students with Disabilities (17.9%).
3. The White subgroup has a higher graduation rate of 18.2% when compared to the Hispanic group of 17.1%.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	1	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Blue	Red
2.6% suspended at least one day	0.4% suspended at least one day	17.1% suspended at least one day
Increased 0.5 930 Students	Maintained 0 249 Students	Increased 2.5 35 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 4 Students	Orange	Orange
	2.9% suspended at least one day	2.6% suspended at least one day
	Increased 0.9 648 Students	Increased 0.5 930 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red 10% suspended at least one day Maintained 0.2 50 Students	Less than 11 Students 9 Students	 Blue 0% suspended at least one day Maintained 0 43 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 1.4% suspended at least one day Increased 0.4 647 Students	8.3% suspended at least one day Increased 4.3 24 Students	Less than 11 Students 3 Students	 Orange 5.3% suspended at least one day Increased 1.8 150 Students

Conclusions based on this data:

1. The suspension rate increased .5% for all student groups.
2. The African American maintained their suspension rate at .2, but they are still in the red performance level.
3. The foster youth experienced the highest increase of 2.5 in their suspension rate when compared to other sub groups such as Socioeconomically Disadvanted (increased .9) and Students with Disabilities (increased .5).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of English Language Arts, math, and English proficiency.
MCOE Special Education will employ highly qualified staff that is trained to support students to achieve at high levels, leading to an Alternate Diploma Pathway, career and college readiness, and/or a high school diploma.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- Action 18, 19, 20, and 21

Identified Need

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

We have a need to increase our graduation rates and our College and Career Indicator outcomes. The CA School Dashboard for 2023 reports that we have a 17.9% graduation rate and 7.3% of our students were prepared for College or Career. However, the California Dashboard is believed not to be an accurate reflection of the graduation rate of students with severe to moderate disabilities since it does not capture students who earned a certificate of completion, an alternative to a diploma. We believe that the Dashboard Alternative School Status (DASS): One Year Graduation Rate Report is a better indicator of the graduation rate of students with moderate to severe disabilities. The DASS graduation rate for students with disabilities is 82.8% compared to the 17.9% graduation rate as noted on the California Dashboard. Further, we also believe the data was impacted by a data governance issue and we will be implementing new processes incorporating our Student Information System and CALPADS to address some of these coding issues. These steps along with the strategies and activities will help address the identified areas of need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: Graduation Rate Indicator: Pupil 4/5 Cohort Graduation Rate	SPED: Graduation Rate: ALL 17.9% HISPANIC 17.1% SED 18.4% SWD 17.9%	SPED: Graduation Rate: ALL 20% HISPANIC 20% SED 20% SWD 20%
Dashboard Alternative School Status (DASS): One Year Graduation Rate Report	SPED: Graduation Rate: ALL 82.8% HISPANIC 81.1% SED 76.5% SWD 82.8%	SPED: Graduation Rate: ALL 85% HISPANIC 85% SED 80% SWD 85%
California State Dashboard: College and Career Indicator	SPED: CCI Indicator: ALL 7.3% SED 8.3% SWD 7.3%	SPED: CCI Indicator: ALL 10% SED 10% SWD 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action 18: SPED: Expanded Work Opportunities: All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities such as the Wired Cafe, El Capitan Hotel, and "Blooming Futures" Initiative among various other work sites spread out around the county.	All Students	54,723.99 Special Education 1000-1999: Certificated Personnel Salaries
1.2	Action 19: SPED: Supplemental Curriculum & Training: The California Dashboard shows a need for improvement in the College and Career Indicator. MCOE Special Education is dedicated to preparing high school students for success after graduation, due to this, a new curriculum "Project Discovery" will be adopted. It focuses on career-readiness measures and preparing students for employment and independent living after high school. Transition Curriculum "Project Discovery" and Training will be provided to teachers, and coordinators on the new Transition curriculum that focuses on college and career exploration/preparation and is designed to prepare a student with an IEP for employment and independent living.	All Students	34,922.40 Special Education 4000-4999: Books And Supplies 2,995.00 Special Education 5800: Professional/Consulting Services And Operating Expenditures
1.3	Action 20: SPED: Alternate Diploma Pathway Professional Development: The California Dashboard shows a need for improvement in the Graduation Rate. Professional development will be provided to coordinators and teachers on the new Alternate Diploma Pathway course of study aligned with state standards. The training includes the grading rubric and instruction in various subject matters.	All Students	12,413.54 Special Education 1000-1999: Certificated Personnel Salaries
1.4	Action 21: SPED: Alignment of Curriculum to Course of Study: Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards.	All Students	42,710.35 Special Education 2000-2999: Classified Personnel Salaries
1.5	Provide language support to English Learner (EL) students in order for them to be able to access the curriculum and participate in instruction.	EL Students	30,170.00 Title III
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive Culture and Engagement
MCOE Special Education is dedicated to decreasing school suspensions and providing a supportive environment by providing a school climate tht increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Action 10, 11, and 12

Identified Need

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

To decrease suspension rates in order for students to be able to access their educational program which will positively impact academic engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Suspension Rate Indicator (2023)	SPED: Suspension Rate ALL 2.6% Foster Youth 17.1% African American 10%	SPED: Suspension Rate ALL 2.0% Foster Youth 16% African American 9%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Action 10: SPED: Foster Youth: The CA School Dashboard shows a need for improvement in the suspension rate for our Foster Youth (FY). We will provide annual training for our staff from our County Office Foster Youth Coordinating Program in trauma-informed care and practice and understanding the law supporting FY.	All Students, Foster Youth	0 None Specified None Specified
2.2	Action 12: SPED: Safe School Environment: The CA School Dashboard shows high rates of suspension within our FY and African American student groups. To address these needs and to promote a safe school learning environment we will employ a Campus Supervisor to build rapport with students and maintain a safe school environment.	All Students	18,859.18 Title IV 2000-2999: Classified Personnel Salaries

			37,718.34 Special Education 2000-2999: Classified Personnel Salaries
2.3	Provide Behavior Support Specialist to assist the teachers and instructional aides to enable students to better access curriculum and instruction, as well as to minimize challenging behaviors.		145,456.80 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 177,427.16 Title I 2000-2999: Classified Personnel Salaries
2.4	Action 11: SPED: Behavior Support to Improve Pupil Well-being: The CA School Dashboard data shows the need to address high rates of suspension among our Foster Youth and African American student population. To address this need, we will provide administrative and staff training on alternative discipline options to suspensions such as Restorative Justice.		3,731.18 Professional Development Block Grant 5000-5999: Services And Other Operating Expenditures
2.5	Provide behavioral instructional aides to provide behavioral support to students in order to enable them to access curriculum and participate in instruction.		28,925.20 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries 63,369.84 Title I 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$305,281.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$653,422.98
Total Federal Funds Provided to the School from the LEA for CSI	$178,351.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$174,382.00
Title I	$240,797.00
Title III	$30,170.00
Title IV	$18,859.18

Subtotal of additional federal funds included for this school: $464,208.18

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
None Specified	$0.00
Professional Development Block Grant	$3,731.18
Special Education	$185,483.62

Subtotal of state or local funds included for this school: $189,214.80

Total of federal, state, and/or local funds for this school: $653,422.98

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	174,382.00
None Specified	0.00
Professional Development Block Grant	3,731.18
Special Education	185,483.62
Title I	240,797.00
Title III	30,170.00
Title IV	18,859.18

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	67,137.53
2000-2999: Classified Personnel Salaries	514,466.87
4000-4999: Books And Supplies	34,922.40
5000-5999: Services And Other Operating Expenditures	3,731.18
5800: Professional/Consulting Services And Operating Expenditures	2,995.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	174,382.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Professional Development Block Grant	3,731.18
1000-1999: Certificated Personnel Salaries	Special Education	67,137.53

2000-2999: Classified Personnel Salaries	Special Education	80,428.69
4000-4999: Books And Supplies	Special Education	34,922.40
5800: Professional/Consulting Services And Operating Expenditures	Special Education	2,995.00
2000-2999: Classified Personnel Salaries	Title I	240,797.00
	Title III	30,170.00
2000-2999: Classified Personnel Salaries	Title IV	18,859.18

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	177,935.28
Goal 2	475,487.70

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
hard copy	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Sept. 26, 2024.

Attested:

hard copy	Principal, Maria Duran-Barajas on Sept. 26, 2024
hard copy	SSC Chairperson, Jennifer Fleming on Sept. 26, 2024

2024/25 School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is required when a school receives Title 1 funds and is designated as a Title 1 Schoolwide Program. The Schelby SPSA identifies and addresses the educational needs of its students and specifies how funding will be used to accomplish the goals outlined in the SPSA.

Schelby consulted with various educational partners: parents, staff, leadership team, English Language Advisory Committee (ELAC), and School Site Council (SSC) to identify the students' and staff's needs. The following goals were developed from their input:

- Floyd A. Schelby Goals:
  - Positive Culture and Engagement: Increase Student Behavioral Support
  - EL Students: Increase English Language Proficiency

The School Site Council adopted the SPSA at a public meeting on Sept. 26, 2024. The SSC recommends the SPSA to the Board for the required annual approval.

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Floyd A. Schelby School	24102496068498	September 26, 2024	October 21, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Floyd A. Schelby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the Floyd A. Schelby Elementary (Schelby) Single Plan for Student Achievement (SPSA) is to meet the requirements for Title 1 Schoolwide Program. When developing the SPSA, Floyd Schelby Elementary School will identify and address the instructional needs of our students with moderate to severe disabilities. The CSI plan will specify how funding will be used to accomplish the goals outlined in the plan.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Floyd A. Schelby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the Floyd A. Schelby Elementary (Schelby) Single Plan for Student Achievement (SPSA) is to meet the requirements for Title 1 Schoolwide Program. When developing the SPSA, Floyd Schelby Elementary School will identify and address the instructional needs of our students with moderate to severe disabilities. The CSI plan will specify how funding will be used to accomplish the goals outlined in the plan.

Floyd A. Schelby Elementary School has aligned this plan with the Merced County Office of Education LCAP. While the actions and services contained within that LCAP are geared more towards our Court and Community School Programs, Floyd A. Schelby Elementary School is aligned to the following MCOE LCAP goals:

- All students will demonstrate growth in academic achievement toward meeting or exceeding CCSS standards in the areas of ELA, Math, and English proficiency.
- All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities.
- Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards and lead to an Alternate Diploma Pathway course of study aligned with state standards.
- Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, and maintain facilities.

Educational Partner Involvement

How, when, and with whom did Floyd A. Schelby School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Merced County Office of Education operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). Schelby is comprised of special education students with moderate to severe disabilities, medically fragile students, and preschool to transition age. The Merced SELPA is governed by a Board of Directors, which is made up of the county superintendent and the superintendents of each participating school district within the SELPA region.

The Schelby staff and parents provided input on this plan by participating in a survey. The results of the survey were used for the development of the 2024-2025 SPSA. The Assistant Superintendent of Special Education, Schelby coordinators, Directors, and fiscal managers were consulted for the development of the SPSA as well.

The Merced County Office of Education Special Education Schools School Site Council reviewed and approved the SPSA on September 26, 2024.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not applicable due to small group size at Schelby, a performance color was not available for any of the measured indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not applicable due to small group size at Schelby, a performance color was not available for any of the measured indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None identified.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Floyd A. Schelby School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	2.38%	0	0	2
African American	1.54%	2.74%	1.19%	1	2	1
Asian	3.08%	4.11%	2.38%	2	3	2
Filipino	%	0%	%	0	0	
Hispanic/Latino	83.08%	76.71%	77.38%	54	56	65
Pacific Islander	%	0%	%	0	0	
White	12.31%	16.44%	16.67%	8	12	14
Multiple	%	0%	%	0	0	
			Total Enrollment	65	73	84

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		3	11
Grade 1	1	3	
Grade 2	5		1
Grade3	1	4	1
Grade 4	1		
Grade 5	5	2	
Grade 6	3	7	3
Grade 7	3	3	7
Grade 8	6	3	4
Grade 9	6	4	3
Grade 10	5	6	4
Grade 11	6	5	5
Grade 12	23	33	37
Total Enrollment	65	73	84

Conclusions based on this data:

1. Thre is inconsistency in the growth according to the different student groups.
2. Steady enrollment increase from 2021 to 2024.
3. Greatest enrollment growth was for kindergarten, 7th grade, and 12th grade, but a decrease in 6th grade and 3rd grade.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	25	26	20	43.1%	38.5%	23.8%
Fluent English Proficient (FEP)	6	5	6	4.2%	9.2%	7.1%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. There is a decline in the percent in ELs from 2021-22 to 2023-24.
2. Thre is no data for reclassified students.
3. The number of EL students that are classified as Fluent English Proficient has remained at 5 or 6 students in the past 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			0			0				
Grade 7	*			0			0					
All Grades	*	*		0	0		0	0				

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. N/A

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			0			0				
Grade 7	*			0			0					
All Grades	*	*		0	0		0	0				

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. No current data is available.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There were 27 students testing in 2020-21, there is no current data displayed.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
73	**65.8**	**35.6**	**1.4**
Total Number of Students enrolled in Floyd A. Schelby School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	35.6
Foster Youth	1	1.4
Homeless		
Socioeconomically Disadvantaged	48	65.8
Students with Disabilities	73	100

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	2.7
Asian	3	4.1
Hispanic	56	76.7
White	12	16.4

Conclusions based on this data:

1. Students with disabilities are 100% of student population.
2. Hispanic ethnicity is the largest student group at 76.7%.
3. 65.8% of the students at Schelby are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

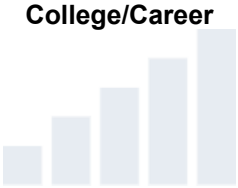
Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career  No Status Level		**Suspension Rate** Blue

Conclusions based on this data:

1. Schelby's overall suspension rate has the highest level of performance "blue" color.
2. The other indicators did not have a performance level.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
54.3 points below standard	Less than 11 Students	
Increased +12.3 points	9 Students	No Performance Color
20 Students		0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	59.5 points below standard	54.3 points below standard
No Performance Color	Increased +6.3 points	Increased +12.3 points
0 Students	14 Students	20 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
58.9 points below standard Increased +10 points 16 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	0 Students	87.1 points below standard 11 Students

Conclusions based on this data:

1. The number of students tested was not large enough to provide a performance level.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
56.9 points below standard Increased Significantly +19 points 19 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	63.3 points below standard Increased +12.2 points 13 Students	56.9 points below standard Increased Significantly +19 points 19 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
62.7 points below standard Increased +11.3 points 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	0 Students	89.5 points below standard 11 Students

Conclusions based on this data:

1. The number of students tested was not large enough to provide a performance color.
2. The student groups socioeconomically disadvantaged (+12.2 points) and students with disabilities (+19 points) saw an increase in the number of points from the standard.
3. The Hispanic subgroup performed 62.7 points below standard, which is +11.3 points increase from previous year.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
10% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
0	0	0	0

Conclusions based on this data:

1. 10% of EL students are making progress towards English language proficiency.
2. There is no data available for the student English Language Acquisition results.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0 Students	Less than 11 Students 7 Students	Less than 11 Students 7 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 6 Students	0 Students	0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. Data not available.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
59.3% Chronically Absent	75% Chronically Absent	Less than 11 Students
Declined -15.7	Increased 2.3	1 Student
27 Students	12 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	59.1% Chronically Absent	59.3% Chronically Absent
0 Students	Declined -10.5	Declined -15.7
	22 Students	27 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
60% Chronically Absent Declined -8.2 20 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. The number of students tested was not large enough to provide a performance color.
2. Students with disabilities' have improved their attendance from previous year. a 15.7 decline in chronic absenteeism.
3. There was a 15.7 decline for students with disabilities, 8.2 decline for Hispanic students, and a 10.5 decline for socioeconomically disadvantaged students.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 6 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student

Conclusions based on this data:

1. The number of students tested was not large enough to provide a performance color.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	0% suspended at least one day	Less than 11 Students
0% suspended at least one day	Maintained 0	1 Student
Maintained 0	29 Students	
81 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0 Students	0% suspended at least one day	0% suspended at least one day
	Maintained 0	Maintained 0
	57 Students	81 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 63 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 12 Students

Conclusions based on this data:

1. The number of students tested was not large enough to provide a performance color, with the exception of the Hispanic subgroup which had 0% suspension rate.
2. The 63 Hispanic students, none were suspended for at least one day.
3. The socioeconomically disadvantaged and students with disabilities maintainted the suspension rate at 0%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive Culture and Engagement
Schelby is dedicated in providing a supportive environment by providing a school climate tht increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

None.

Identified Need

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

To decrease student's challenging behaviors which will positively impact their academic engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide behavioral support to students to enable them to access the curriculum and participate in instruction.	All	19,275.00 Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Proficiency
Schelby is dedicating in supporting EL students in improving their English language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

None

Identified Need

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

90% of the EL students at Schelby did not make progress on the Summative Alternate ELPAC.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2023: English Learner Progress Indicator (ELPI)	California Dashboard 2023, ELPI: 10% of students of EL students made progress towards English Language Proficiency.	California Dashboard 2023, ELPI: 5% increase in the English language proficiency level

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide classroom language support to English Learner (EL) students in order for them to be able to access the curriculum and participate in instruction.	All Students, English Learners	3,324.00 Title III

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$22,599.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$19,275.00
Title III	$3,324.00

Subtotal of additional federal funds included for this school: $22,599.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $22,599.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	19,275.00
Title III	3,324.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,275.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	19,275.00
	Title III	3,324.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,275.00
Goal 2	3,324.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
hard copy	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Sept. 26, 2024.

Attested:

	Principal, Heather Barco on
hard copy	SSC Chairperson, Jennifer Flemming on 9-26-24

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2023-24

Name: Merced Scholars Charter
CDS Code: 2410249-0106518
Allocation Year: 2023-24

Allocation:

Merced Scholars	$48,618
Come Back	$18,330
Juvenile Hall	$4,912
VCS Merced	$42,733
VCS Los Banos	$24,817
VCS Atwater	$1,622
MCOE Special Education	$157,100
Floyd Schelby	$22,618
Total	$320,750

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).
   Merced Scholars: There were no Prop 28 funds expended in FY 2023-2024.
2. Number of full-time equivalent teachers (certificated).
   0
3. Number of full-time equivalent teachers (classified).
   0
4. Number of full-time equivalent teaching aides.
   0
5. Number of students served.
   0
6. Number of school sites providing arts education.
   0
7. Date of Approval by Governing Board/Body
   10/21/24

Completed By	Sherre Vernon
Title	Coordinator
Email	svernon@mcoe.org
Telephone	209-381-4040

Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2023-24

Name: Come Back Charter School
CDS Code: 2410249-0138032
Allocation Year: 2023-24

Allocation:	
Merced Scholars	$48,618
Come Back	$18,330
Juvenile Hall	$4,912
VCS Merced	$42,733
VCS Los Banos	$24,817
VCS Atwater	$1,622
MCOE Special Education	$157,100
Floyd Schelby	$22,618
Total	$320,750

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   0
5. Number of students served.
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6. Number of school sites providing arts education.
   0
7. Date of Approval by Governing Board/Body
   10/21/24

Completed By	Sherre Vernon
Title	Coordinator
Email	svernon@mcoe.org
Telephone	209-381-4040

Resolution Number 2024-33

RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION
Gov. Code sections 7522.56 & 21224

October 21, 2024

WHEREAS, in compliance with Government (Gov.) Code section 7522.56 of the Public Employees' Retirement Law, the Merced County Office of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days have passed since their retirement date; and

WHEREAS, (Jeannie Flores, 65782444846) retired from Merced County Office of Education in the position of Administrative Secretary effective (June 29, 2024); and

WHEREAS, Gov. Code section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is (December 28, 2024) without this certification resolution; and

WHEREAS, Gov. Code section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Merced County Board of Education the Merced County Office of Education, and Jeannie Flores certify that Jeannie Flores has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, Jeannie Flores in her position of administrative secretary is the most knowledgeable of the Special Education staffing monitoring process before her retirement on June 29, 2024;

WHEREAS, the Merced County Board of Education hereby appoints Jeannie Flores as an extra help retired annuitant to perform training and support for the Merced County Office of Education under Gov. Code section 21224, effective November 1, 2024; in order to train a new Administrative Secretary, to perform duties related to monitoring and staffing of the Special Education department;

WHEREAS, the entire employment agreement, contract, or appointment document between Jeannie Flores and the Merced County Office of Education has been reviewed by this body and is attached herein; and

WHEREAS, no matters, issues, terms, or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 173.333 to equal the hourly rate; and

WHEREAS the maximum 2024-25 monthly base salary for this position is ($5,291) and the hourly equivalent is ($30.41), and the minimum monthly base salary for this position is ($4,702) and the hourly equivalent is ($27.02); and

WHEREAS, the MCOE is not settled with their CSEA 541 unit;

WHEREAS, the hourly rate paid to Jeannie Flores will be (27.02), plus any negotiated 2024-25 increase; and

WHEREAS, Jeannie Flores has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and

THEREFORE, BE IT RESOLVED THAT the Merced County Office of Education hereby certifies the nature of the appointment of Jeannie Flores as described herein and detailed in the attached employment agreement/contract/appointment document and that this appointment is necessary to fill the critically needed position of Short-Term Administrative Secretary for the Merced County Office of Education by November 1, 2024.

ADOPTED, SIGNED, AND APPROVED this **21st** day of **October** year of **2024.**

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Fred Honoré, Chairperson
Merced County Board of Education

I, **Steve M. Tietjen**, Clerk of the Governing Board of the Merced County Board of Education, do hereby certify that the foregoing Resolution was adopted by the Board of Education of said County Office at the meeting of the Board of Education held on the 21st day of October 2024, and it was so adopted by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

_____

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