

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
Grade 3	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 2021-2024.

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) significantly 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	*	*

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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	*	*

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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	*	*

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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."



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:

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

School and Student Performance Data

Academic Performance English Language Arts

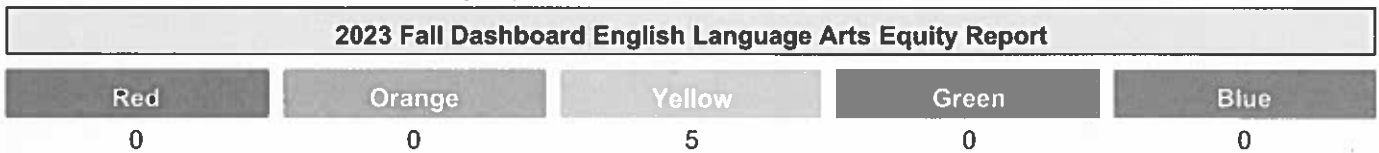
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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		
<p>All Students</p> <p> Yellow</p> <p>66.9 points below standard</p> <p>Increased Significantly +41.3 points</p> <p>290 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>50.7 points below standard</p> <p>Increased Significantly +48.4 points</p> <p>85 Students</p>	<p>Foster Youth</p> <p>130.4 points below standard</p> <p>Maintained +2.8 points</p> <p>11 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>63.4 points below standard</p> <p>Increased Significantly +38.6 points</p> <p>198 Students</p>	<p>Students with Disabilities</p> <p> Yellow</p> <p>66.9 points below standard</p> <p>Increased Significantly +41.3 points</p> <p>290 Students</p>

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:

- 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.
- 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).
- 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

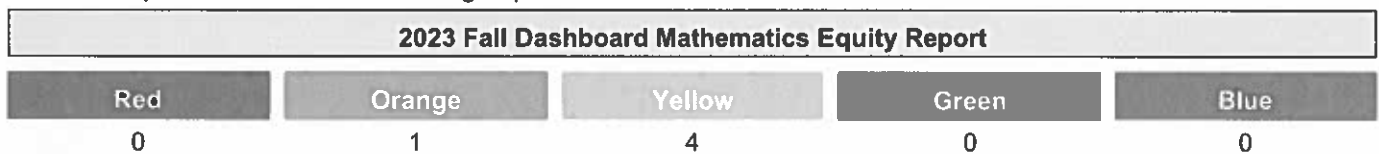
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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		
<p>All Students</p> <p> Yellow</p> <p>92 points below standard</p> <p>Increased Significantly +49.9 points</p> <p>278 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>79.7 points below standard</p> <p>Increased Significantly +62.9 points</p> <p>75 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>89.9 points below standard</p> <p>Increased Significantly +51.4 points</p> <p>192 Students</p>	<p>Students with Disabilities</p> <p> Yellow</p> <p>92 points below standard</p> <p>Increased Significantly +49.9 points</p> <p>278 Students</p>

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.

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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					
<table border="1"> <thead> <tr> <th>English Learner Progress</th> </tr> </thead> <tbody> <tr> <td>28.7% making progress towards English language proficiency</td> </tr> <tr> <td>Number of EL Students: 195 Students</td> </tr> <tr> <td>Performance Level: 1</td> </tr> </tbody> </table>		English Learner Progress	28.7% making progress towards English language proficiency	Number of EL Students: 195 Students	Performance Level: 1
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

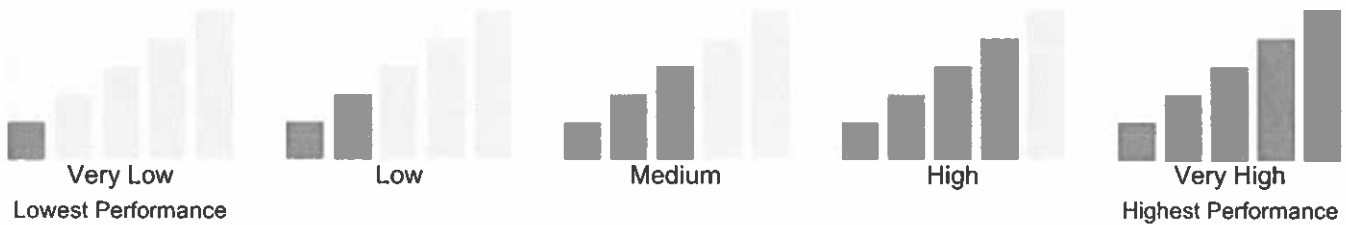
Academic Performance College/Career Report

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.

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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."

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

<p align="center">All Students</p> <p align="center">7.3 Prepared 55 Students</p>	<p align="center">English Learners</p> <p align="center">15.4 Prepared 13 Students</p>	<p align="center">Foster Youth</p> <p align="center">0 Students</p>
<p align="center">Homeless</p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center">Socioeconomically Disadvantaged</p> <p align="center">8.3 Prepared 48 Students</p>	<p align="center">Students with Disabilities</p> <p align="center">7.3 Prepared 55 Students</p>

2023 Fall Dashboard College/Career Report by Race/Ethnicity

<p align="center">African American</p> <p align="center">Less than 11 Students 3 Students</p>	<p align="center">American Indian</p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center">Asian</p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center">Filipino</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p> <p align="center">11.8 Prepared 34 Students</p>	<p align="center">Two or More Races</p> <p align="center">Less than 11 Students 3 Students</p>	<p align="center">Pacific Islander</p> <p align="center">Less than 11 Students 2 Students</p>	<p align="center">White</p> <p align="center">0 Prepared 11 Students</p>

Conclusions based on this data:

- Only 7.3 percent of all students are prepared according to the College/Career Indicator.
- The Hispanic group are better prepared (11.8) when compared to all students.
- 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

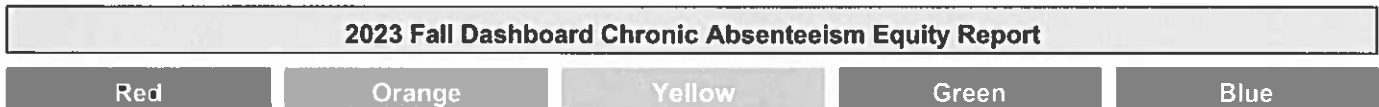
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."





This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>61.9% Chronically Absent</p> <p>Declined Significantly -10.2</p> <p>567 Students</p>	<p>English Learners</p> <p>Orange</p> <p>62% Chronically Absent</p> <p>Declined -10.5</p> <p>137 Students</p>	<p>Foster Youth</p> <p>63.2% Chronically Absent</p> <p>Declined -0.8</p> <p>19 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>65.1% Chronically Absent</p> <p>Declined Significantly -8.1</p> <p>415 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>61.9% Chronically Absent</p> <p>Declined Significantly -10.2</p> <p>567 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>70% Chronically Absent</p> <p>Declined -14.6</p> <p>30 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>60% Chronically Absent</p> <p>Increased 4</p> <p>30 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>63.9% Chronically Absent</p> <p>Declined Significantly -10.5</p> <p>404 Students</p>	<p>66.7% Chronically Absent</p> <p>Increased 11.1</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Orange</p> <p>47.5% Chronically Absent</p> <p>Declined -18.8</p> <p>80 Students</p>

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

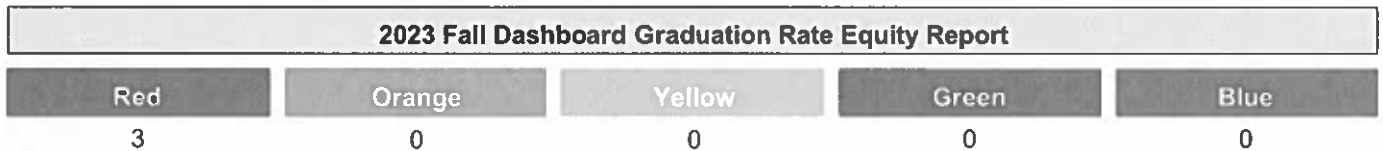
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>17.9% graduated</p> <p>Increased Significantly 7.1</p> <p>56 Students</p>	<p>English Learners</p> <p>15.4% graduated</p> <p>Increased Significantly 15.4</p> <p>13 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>18.4% graduated</p> <p>Increased Significantly 7</p> <p>49 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>17.9% graduated</p> <p>Increased Significantly 7.1</p> <p>56 Students</p>

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

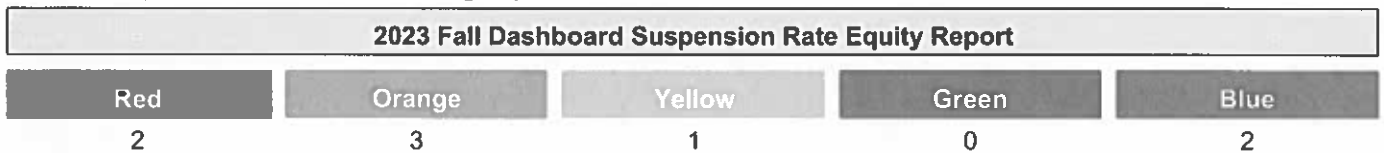
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.5 930 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0 249 Students</p>	<p>Foster Youth</p> <p>Red</p> <p>17.1% suspended at least one day</p> <p>Increased 2.5 35 Students</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.9 648 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 0.5 930 Students</p>

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 Disadvantaged (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 that 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 2.6% ALL Foster Youth 17.1% African American 10%	SPED: Suspension Rate 2.0% ALL 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
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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
<i>hard copy</i>	English Learner Advisory Committee <i>Esperanza Elias</i>

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
Jennifer Fleming