AGENDA
MERCED COUNTY BOARD OF EDUCATION
January 21, 2025

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:

Dennis Hanks, Chairperson	_____
Tim Razzari, Vice Chairperson	_____
Frank Fagundes, Member	_____
Geneva Brett, Member	_____
Rodrigo Espinosa, 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 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 December 16, 2024
B. **Resolution No. 2025-01** Recognizing February 2025 as Black American History Month

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

B. Superintendent's Report *(if any)* — Steve M. Tietjen

XI. Business Items for Action

A. <u>Outstanding Employee Selection Committee</u> — Steve M. Tietjen, *County Superintendent*

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

Nominee:_____

Motioned by _____ Seconded by _____ Vote _____

B. <u>MCSBA Executive Committee</u> — Steve M. Tietjen, *County Superintendent*

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County School Boards Association (MCSBA) Executive Committee*. (current rep: Geneva) [2-year term, expires 2025]

Nominee:_____

Motioned by _____ Seconded by _____ Vote _____

C. <u>Head Start Policy Council</u> — Steve M. Tietjen, *County Superintendent*

It is recommended that the Board of Education select a Board Representative to serve on the *Head Start Policy Council*. (current rep: Tim) [2-year term, expires 2025]

Nominee:_____

Motioned by _____ Seconded by _____ Vote _____

D. <u>Merced County Committee on School District Organization</u> — Steve M. Tietjen, *County Superintendent*

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County Committee on School District Organization*. (current rep: Geneva) [4-year term, expires 2025]

Nominee:_____

Motioned by _____ Seconded by _____ Vote _____

E. Merced County Board of Education Regular Meeting Schedule — Steve M. Tietjen, *County Superintendent*

It is recommended that the Board of Education approve the Merced County Board of Education Regular Meeting Schedule for July 2025 through June 2026

Motioned by _____ Seconded by _____ Vote _____

F. School Accountability Report Cards (SARCs) 2023-2024 — Maria Duran-Barajas, *Director-Sp. Ed.*

It is recommended that the Board of Education approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Floyd A. Schelby School

Motioned by _____ Seconded by _____ Vote _____

G. School Accountability Report Cards (SARCs) 2023-2024 — Tara Hill, *Director-Ed. Srvs.*

It is recommended that the Board of Education approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School

Motioned by _____ Seconded by _____ Vote _____

H. Special Board Meeting — Steve Tietjen, *County Superintendent*

It is recommended that the Board of Education approve a Special Board Meeting, February 3, 2025 – Study Session/Orientation

Motioned by _____ Seconded by _____ Vote _____

I. State Building Funds Application — Steve Tietjen, *County Superintendent*

It is recommended that the Board of Education approve the Hardship Funding application for Special Education Classrooms and **Resolution No. 2025-02** for the State Building Funds Application.

1. Approve and authorize the application for funding the School Facility Program

Motioned by _____ Seconded by _____ Vote _____

2. Approve **Resolution No. 2025-02** for the State Building Funds application

Motioned by _____ Seconded by _____ Vote _____

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

Merced County Board of Education

Consent Agenda

MERCED COUNTY
Office of Education
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Steve M. Tietjen, Ed.D. | County Superintendent of Schools

MINUTES
MERCED COUNTY BOARD OF EDUCATION
December 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 Dennis Hanks, Tim Razzari, Frank Fagundes, and Geneva Brett.

C. Others present Monica Garza, Jennifer Scheidt, Benjamin Vang, Samantha Stacey, Armando Campos, Linda Zamora, Cristina Vallejo, Paula Smith, Ann Ditko, Nathan Quevedo, Maria Barajas, Laura Fong, Kimberly Chastain, Rosaura Guzman, Graciela Ceja, Cristina Vara, Laura Andrews, Joyce Darbo, Prestina Wagnor, Martin Macias, Yolanda Campos, and Maria Cuevas-Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent.

II. Flag Salute – Pledge of Allegiance to the Flag

III. Annual Reorganization

A. Oath of Office was Administered by County Superintendent of Schools, Steve M. Tietjen to: **Frank Fagundes – Board Trustee, Area 3**

Steve introduced the newly elected Board Member, **Rodrigo Espinosa** who will be sworn in on December 18, 2024. The Board Members were elected to serve a four-year term that will terminate in 2028.

B. Nomination and Selection of Chairperson for 2025: **Frank Fagundes** moved and **Geneva Brett** seconded the nomination of **Dennis Hanks** for the position of Chairperson for 2025. The motion was carried with a vote of 4-0.

C. Nomination and Selection of Vice Chairperson for 2025: **Geneva Brett** moved and **Dennis Hanks** seconded the nomination of Tim Razzari for the position of Vice Chairperson for 2025. The motion was carried with a vote of 4-0.

IV. Presentation:

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

1. Classified Employee: Benjamin Vang, Superintendent's Office
2. Classified Employee: Graciela Ceja, Special Education
3. Certificated Employee: Ann Ditko, Special Education
4. Management Employee: Rosaura Guzman, Educational Services

Outstanding Employee Awards were presented to Rosaura Guzman, Outstanding Management Employee, Educational Services; Graciela Ceja, Outstanding Classified Employee, Special Education; Ann Ditko, Outstanding Certificated Employee; Benjamin Vang, Outstanding Classified Employee.

V. Consent Agenda: Items listed under the 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 before 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 November 18, 2024
B. Retirement Resolution:
   1. **Resolution No. 2024-34** Honoring Cristina Vallejo

Geneva Brett moved, and **Frank Fagundes** seconded the motion to approve the Consent Agenda as submitted. The motion was carried with a vote of 4-0.

VI. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received By Board Members: None.

C. Correspondence Received By Superintendent: None.

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

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

No comments were made.

VIII. Future Agenda Items

A. Selection of new Board Representatives to serve in January on:

- Outstanding Employee Selection Committee *[Frank]*
- Merced County School Boards Association Executive Committee (MCSBA) (2-year term) *[Geneva]*
- Head Start Policy Council (2-year term) *[Tim]*
- Merced County Committee on School District Organization (4-year term) *[Geneva]*

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

A. Board Member's Report: Nothing to report.

B. Superintendent's Report: Steve M. Tietjen reported on the 2024 CSBA Annual Education Conference held December 4-7, 2024, in Anaheim. Steve attended workshops around Workforce Development and listened to how districts if they have land, should be investing in affordable housing. MCOE has partnered with VST to provide affordable housing for Educators. The plan is to help with financing since there are many staff living under the income cap who could benefit from the workforce housing.

III. Business Items for Action

A. <u>Schelby Agriculture Scholarship for 2024-2025</u>

It was recommended that the Board of Education review the Schelby Agriculture Scholarship for 2024-2025, approve payment of $200 to Merced College Foundation, and authorize Merced College Foundation to Select Recipients.

Frank Fagundes moved and **Dennis Hanks** seconded a motion to approve payment of $200 to Merced College Foundation and authorize Merced College Foundation to select recipients. The motion was carried with a vote of 4-0.

B. 2024-2025 First Interim Report

It was recommended that the Board of Education approve the First Interim Report, and the Criteria and Standards Review and authorization of the Certification of Interim Report

1. Approval of First Interim Report
   i. Form 01I-School Services General Fund Budget Revisions
   ii. Form 09I-Charter School Fund Budget Revisions
   iii. Form 11I-Adult Education Fund Budget Revisions
   iv. Form 12I-Child Development Budget Revisions

2. Approval of Criteria and Standards Review, Form 01CSI

3. Authorize the County Superintendent to sign the Certification of Interim Report (CI)

Rosa Casillas presented the 2024-2025 First Interim Report for Board review and approval.

Frank Fagundes moved and **Geneva Brett** seconded a motion to approve the First Interim Report and the Criteria and Standards Review and Authorization of Certification of Interim Report. The motion was carried with a vote of 4-0.

XV. Adjournment

Tim Razzari moved, and **Geneva Brett** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:54 PM. The motion was carried with a vote of 4-0.

Respectfully submitted,

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

SMT/mc

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

Merced County Office of Education
NURTURE • SERVE • LEAD

Resolution No. 2025-01

PROCLAMATION
BLACK AMERICAN HISTORY MONTH
February 2025

Whereas, Americans of African descent helped develop our nation in countless ways, those recognized, unrecognized, and unrecorded;

Whereas, Black American history reflects a determined spirit of perseverance and cultural pride in its struggle to equally share in the opportunities of a nation founded upon the principles of freedom and liberty for all people;

Whereas, Black American citizens have participated in every American effort to secure, protect, and maintain the essence and substance of American democracy, as reflected by California Education Code Section 37221 (d) which establishes March 5 as *African American Day* to commemorate the anniversary of the death of Crispus Attucks, the first Black American martyr of the Boston Massacre;

Whereas, Barack Hussein Obama achieved a barrier-breaking accomplishment when he was inaugurated as the first Black American President of the United States on January 20, 2009;

Whereas, the Merced County Board of Education recognizes that each student needs an opportunity to understand the common humanity underlying all people; and

Whereas, the history and contributions of Black American citizens have been consistently overlooked, misinterpreted, and undervalued in the curriculum of public education institutions prior to the Civil Rights Act of 1964; and

Whereas, the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* states that the history curriculum of community, state, region, nation, and world must reflect the experiences of people and of different racial, religious, and ethnic groups which are integrated at every level; and

Now Therefore Be It Resolved that the Merced County Board of Education proclaims the Month of February 2025, as *Black American History Month* and encourages all educational communities to commemorate this occasion with appropriate instructional activities.

Adopted this **21st** day of **January** year of **2025** by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

_____

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

Merced County Board of Education

Business Items for Action

MERCED COUNTY
Office of Education
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Steve M. Tietjen, Ed.D. | County Superintendent of Schools

Merced County Board of Education
Regular Meeting Schedule
July 2025 – June 2026

All meetings are held at 3:00 p.m. in the Board Room unless otherwise noted.

Meeting Date	Description	Deadline for Submitting Agenda Items
July 2025	*No Meeting Held* *	----------
08/18/2025	3rd Monday of August	8/11/25
09/15/2025	3rd Monday of September	9/8/25
10/20/2025	3rd Monday of October	10/13/25
11/17/2025	3rd Monday of November	11/10/25
12/15/2025	3rd Monday of December - **Annual Organizational Meeting**	12/8/25
01/20/2026	Moved to 3rd Tuesday of January * *(3rd Monday is a holiday)*	1/12/26
02/17/2026	Moved to 3rd Tuesday of February * *(3rd Monday is a holiday)*	2/9/26
03/16/2026	3rd Monday of March	3/9/26
04/20/2026	3rd Monday of April	4/13/26
05/18/2026	3rd Monday of May	5/11/26
06/8/2026	2nd Monday of June – **Special Meeting** *for Public Hearing – LCAP Budget*	----------
06/15/2026	3rd Monday of June	6/8/26

Deadline for Submitting Agenda Items: By Noon Monday Before the Meeting

* 3rd Monday of the month except for January, February & June (due to holidays) [No meeting held in July]

Board Approved: January 21, 2025

2023/24 School Accountability Report Cards (SARCs)
Merced County Special Education and Floyd A. Schelby

5 Main Sections in the SARC with sample information:

1. About This School (Mission and Enrollment)

2. Conditions of Learning
- Teacher Placement and Credentials
- Instructional Materials
- School Facility Conditions

3. Pupil Outcomes
- CAASPP results
- Career Technical Education
- Physical Fitness Test Results

4. Engagement
- Opportunities for Parental Involvement
- School Safety Plan

5. Other SARC Information
- Class Sizes, Support Staff FTE, Staff Salaries
- Professional Development

Merced County Special Education

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	632 West 13th St. Merced, CA , 95341-5908	**Principal:**	Laura Fong, Assistant Superintendent of Special Education
Phone:	(209) 381-6710	**Grade Span:**	P-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Laura Fong, Assistant Superintendent of Special Education

Principal, Merced County Special Education

About Our School



Contact

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

Phone: (209) 381-6710
Email: lfong@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Merced County Special Education
Street	632 West 13th St.
City, State, Zip	Merced, CA , 95341-5908
Phone Number	(209) 381-6710
Principal	Laura Fong, Assistant Superintendent of Special Education
Email Address	lfong@mcoe.org
Website	www.mcoe.org
Grade Span	P-12
County-District-School (CDS) Code	24102496069199

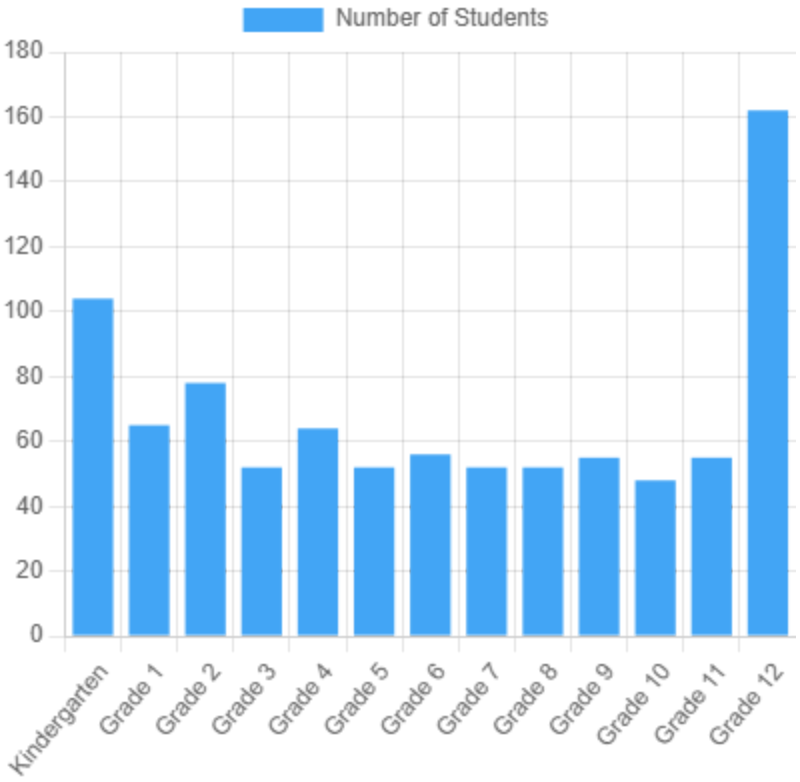
School Description and Mission Statement (School Year 2024–25)

Merced County Office of Education (MCOE) Special Education programs serve students from birth to 22 years of age in severe and non-severe classrooms in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disabilities, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury. The preschool through transition classrooms are located on public integrated school sites or MCOE-owned centers throughout the county. The GROW program (birth to age 3) serves students in their natural environment; playgroups located in designated sites, in the home, and at the special education school. MCOE Special Education programs provide specialized classes and services for students, based on needs indicated on their Individualized Education Plans. Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing and audiological services, services for the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, inclusion, assistive technology, counseling, and assessments. All of our employees strive to provide rich and caring educational experiences in the least restrictive setting possible. The

mission of MCOE Special Education program is to provide high-quality educational opportunities and support services to our students, families, and community to ensure that every student is a success in their academic, personal, and social development. MCOE Special Education programs also promote MCOE's mission to Nurture, Serve, and Lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in our students. If you have any questions about the data presented in this report, or if you want additional information about Special Education programs or services, please call Maria Duran-Barajas, Director of Special Education, (209) 381-5136.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	104
Grade 1	65
Grade 2	78
Grade 3	52
Grade 4	64
Grade 5	52
Grade 6	56
Grade 7	52
Grade 8	52
Grade 9	55
Grade 10	48
Grade 11	55
Grade 12	162
Total Enrollment	895


Number of Students
180
160
140
120
100
80
60
40
20
0
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	28.90%
Male	71.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	5.10%
Black or African American	4.70%
Filipino	0.80%
Hispanic or Latino	72.00%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.10%
White	14.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.40%
Foster Youth	2.50%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disavantaged	68.90%
Students with Disabilities	99.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	40.89%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	9.20	10.85%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	5.26%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	4.78%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	32.60	38.19%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	85.50	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.10	39.11%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	11.50	13.97%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	6.68%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.20	6.43%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	27.80	33.80%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	82.20	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	34.08%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	9.40	12.59%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.50	19.35%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	4.11%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	22.50	29.84%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	75.30	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	4.50	5.50	11.5
Misassignments	0.00	0.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.50	5.50	14.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.00	5.20	3.1
Total Out-of-Field Teachers	4.00	5.20	3.1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	2.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	36.90%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Students who are enrolled in our moderate to severe preschool program use the We Can curriculum with progress monitoring and data collection through "A Work in Progress". The preschool programming is based on ABA principles and implements discrete trial training as one of the main teaching methodologies.

Year and month in which the data were collected: November 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills. Students enrolled in our Sierra Program, a program providing services to students with emotional disabilities use the curricula adopted by the host school/district and/or use the online Acellus curricula that address the four core subject areas, adopted in August 2019. The MCOE Sierra Program also uses iReady in all four subject areas, adopted in August 2018.	0
Mathematics	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills. Students enrolled in our Sierra Program, a program providing services to students with emotional disabilities use the curricula adopted by the host school/district and/or use the online Acellus curricula that address the four core subject areas, adopted in August 2019. The MCOE Sierra Program also uses iReady in all four subject areas, adopted in August 2018.	0
Science	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills. Students enrolled in our Sierra Program, a program providing services to students with emotional disabilities use the curricula adopted by the host school/district and/or use the online Acellus curricula that address the four	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	core subject areas, adopted in August 2019. The MCOE Sierra Program also uses iReady in all four subject areas, adopted in August 2018.	
History-Social Science	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills. Students enrolled in our Sierra Program, a program providing services to students with emotional disabilities use the curricula adopted by the host school/district and/or use the online Acellus curricula that address the four core subject areas, adopted in August 2019. The MCOE Sierra Program also uses iReady in all four subject areas, adopted in August 2018.	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Merced County Special Education students are educated in facilities throughout the county, including portable buildings, leased classrooms on district school sites, and newer buildings constructed to house MCOE students and programs. MCOE Special Education classrooms have handicapped access and meet applicable fire and safety code standards. Internet access is available to students in the classrooms or at designated locations throughout the campus. All classrooms are in good condition and are maintained cleanly by either school site custodial staff and/or MCOE custodians. The program coordinator and teaching staff monitor if there is a need for a repair in the classrooms or a safety concern with a school facility. If any repairs are needed, the program secretary submits a work order using the established process for repair requests. If maintenance needs arise, the work order requests are submitted using the adopted work order process. At MCOE Special Education, the custodial staff primarily works the evening shift and will clean the classrooms when students have gone home.

School Facility Good Repair Status

Merced County Special Education included 44 classrooms where a School Facility Inspection was conducted. The Facility Inspection Tool was utilized by maintenance and operations to gather data on the internal and external conditions and safety of the classrooms. For the classrooms that need repairs, a work order will be submitted.

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

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

Year and month of the most recent FIT report: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Buhach D9: tile has warps and uneven near the entry doorway. Delhi NB1: several ceiling tiles with stains. Delhi Office 2A: vent has dent, and needs to be replaced. Gracey Rm 1 and 2: dusty vents, multiple tiles need adjustment, and stains on the class carpet. Harmony: a hole in the wall next to another wall divider, blinds damaged by the front door. Peterson Rm. 22: significant damage in the walls and missing baseboards. Selma Herndon: ceiling tiles are damaged, walls are damaged, no baseboards, and damaged countertop. Wolfe W8: holes at walls by entry. Wolfe W9: countertops are damaged at the corners. Reyes Rm 15: baseboards are damaged especially in restroom and the wall by entryway is damaged Chenoweth Rm 31: walls need to be painted by restrooms. DP Rm 17: walls damaged and dirty, ceiling tiles missing and not seated properly, floor trim damaged, doors and walls marked up, scented odor, clutter in the restroom and laundry room, window missing screens, door scratched up, kitchen floor tiles need cleaning, floor trim damage, downspout rusted, window ledge dirty, missing wall wrap/finish. Frank Sparkes: all walls in the classroom are dirty and damaged.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Golden Valley Rm 201: broken blinds, holes in walls, floor needs repairs. Golden Valley Rm 202: damaged walls ceiling tiles not seated properly, water stains in ceiling tiles, broken cabinets, carpet dirty/stains, wall needs painting. Hoover- all window blinds are damaged, and sheet vinyl flooring is lifting in sections. Lorena Falasco Rm A: doors need new paint, hole in the wall by entry door, Lorena Falasco Rm B: entry floor tire cracked. LB High School M1: ceiling tiles damaged. LB Middle School B101: countertop stains and damage, floor tiles scratched and dirty. LB Middle School P101: ceiling tiles have small holes, cabinet door handles are not screwed into the door and loose Santa Nella Rm 1: stains on ceiling tiles, and the interior door has markings. Santa Nella Rm 2: ceiling tiles have stains, carpet has tears. Sheehy: broken fixture by the door, the baseboard is damaged, ceiling tiles with water stains, missing kitchen cabinet doors. Stefani Rm 30 and 31: there are some holes by the kitchen sink, and the baseboards are damaged. Volta Rm 17: carpet stains, cabinets have damaged and missing doors, the room has markings in various areas in the classroom and furniture. Volta Rm 16: tears in the wall finish, cabinets have stains, floor trim is peeling, carpet has stains. Volta Rm 19: door and carpet have stains, floor trim is missing. Winfield Rm A7: stained ceiling tiles. Winfield Rm 704: cabinet doors missing, walls are damaged by the TV hitting the walls, ceiling tiles are damaged due to rain. For the classrooms that need repairs, a work order will be submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Aileen Colburn: ceiling tiles need to be replaced and stains on the carpet. AHS Rm 700 and Delhi N5: window blinds damaged. AHS Rm 700, Buhach Colony teacher prep room, Delhi N1A, Delhi N2B office, LB VCS Rm J, Winton Middle School Rm 704, Wolfe W1, W4, W7, W9, W13, Chenoweth Rm 31, El Capitan Rm

System Inspected	Rating	Repair Needed and Action Taken or Planned
		A7, Golden Valley Rm 201, Le Grand Rm A7, LB High School M1; LB Middle School P101, Merced High Rm 601 and 603, Volta Rm 17, 16, and 19: dirty vents Buhach D9: kitchen wall has food stains. Buhach D10: restroom grout is dirty. Delhi N4: ceiling tile stains and not seated properly. Delhi Kitchen: hallway area ceiling tiles have stains. Delhi N3: windows are dirty Delhi Exterior: cob webs at the rear of the building. Galen Clark A: ceiling tiles need adjustments, window blinds are damaged, and vents are dusty. Galen Clark B and C: ceiling tile stained from leaks. Hopeton Rm 1, 2, 6, and relocatable: dead bugs in fixtures Peterson Rms 22 and 26 window blinds and air vents are damaged. Peterson Rms. 24 and 27: one ceiling tile with water stains. Shaffer Rm 4 and 5, Le Grand A7: dirty carpets. Wolfe W3: dirty windows and window sills. Wolfe W4, W7, W11, Hoover, Winton Middle Rm. 704, Le Grand Rm A7: ceiling tiles have water stains. Lorena Falasco Rm B: overall cleaning needs work LB High School M1: dirty walls, overall cleaning needs work. LB Middle School B101: carpet stains, lights are dusty, walls have stains, light has cobwebs, the room is dusty and dirty. LB Middle School P101: interior windows are dirty and cobwebs, carpet stains, and walls are dirty and have marks. Volta Rm 17, 16, and 19: walls and doors are dirty, and clutter. Winfield Rm A7: dirty carpet and stains, vents are dirty, the site needs cleaning. For the classrooms that need repairs, a work order will be submitted.
Electrical: Electrical	Good	Aileen Colburn: cracked light covers Buhach Colony D9: outlet is dangling and popped out from the wall behind the teacher's desk. Delhi N1A, N2, and N2B office: light bulbs out. Delhi NB1: light fixture cover missing. Office 1A: all lights not working.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Delhi N4: occupancy sensor not working. Delhi N5: light fixture cover is broken. Delhi N3: light fixtures flicker. Galen Clark B: multiple light bulbs are out due to a bad switch. Harmony: 3 fluorescent lights are not working. Peterson Rm 24: classroom announcement speaker cover is missing. Winton Middle Rm 704: 2 broken light fixtures. Wolfe W1: 1 light is out Wolfe W8: damaged light cover, some lights are not covered. DP Rm 17: broken outlet covers, light fixtures have covers over them, El Capitan Rm A7: 2 lights out by the door. Frank Sparkes: there are damaged light switches. LB Middle B101: missing outlet cover, water heater is blocked. LB Middle P101: one light bulb is out, power strip cable across the walkway, Santa Nella Rm. 1 and Rm 2: The light fixture needs repair, light switch has tape covering it. Stefani Rm 30: light bulb needs to be replaced. For the classrooms that need repairs, a work order will be submitted.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	AHS Rm 700: toilet needs calking, sink knob loose. Atwater Transition B4: holes in the walls from screws. Buhach D10: toilet and sink need recalking, hand oles from the drill above the paper towel dispenser. Galen Clark C Restroom: dirty walls, missing soap dispenser. Wolfe W13-soap dispenser is damaged. Reyes Rm 15, missing soar dispenser by the sink. Hoover: boys and girls' restroom plugs up several times a week. Santa Nella Rm 1: sink is not working. Volta Rm 16: toilet #2 loose seat, ceiling tile in the bathroom is damaged. For the classrooms that need repairs, a work order will be submitted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	AHS Rm 701: exit sign not working AHS Rm 401, Merced High Rm 601, and Rm 603: missing a fire extinguisher sign. Atwater Transition B5: fire extinguisher sign missing and tag not signed. Danielson Rm. 1: a bookshelf is blocking the fire extinguisher. Danielson Rm there is an item of furniture blocking one of the exit doors of the classroom. Galen Clark A and B, Bryant Classroom 2, Chenoweth Rm 31, El Capitan Rm A7, LB Middle School B101 and P101: fire extinguisher not signed. Galen Clark C, Shaffer Rm 3 and Rm 4: missing fire extinguisher. Hopeton: missing fire extinguisher, electrical panel blocked. LB VCS Rm H: needs new fire extinguisher arrow sign. LB VCS Rm J: needs new exit sign Reyes Rm 15, Le Grand Rm A7: fire extinguisher tag is not signed and missing an arrow sign. Frank Sparkes: extinguisher signs are missing. Golden Valley Rm 201: expired fire extinguisher and tag not signed. Golden Valley Rm 202: heaters/personal items connected, expired fire extinguisher and tag not signed. Lorena Falasco Rm A: exit sign needs repair, fire hazard decor, personal electrical items plugged in, and light fixtures covered. Lorena Falasco Rm. B: window curtains, not fireproof. LB HS M1: fire hazard decor hanging. LB Middle School P101: exit sign bulb out Stefani Rm 32 and Winfield Rm 704, extinguisher signs are missing. Volta Rm 17, 16, and 19: missing fire extinguisher, no exit sign in Rm 19. Winfield Rm A7: file extinguisher tag not signed and missing arrow sign. For the classrooms that need repairs, a work order will be submitted.
Structural: Structural Damage, Roofs	Good	Danielson: a portion of the fascia the paint is peeling off the front side walkway of the school.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Merced High Rm 603: countertop is damaged and dthe oor has a dent. For the classrooms that need repairs, a work order will be submitted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Bryant Classroom 2: back exterior window needs cleaning. Le Grand Rm A7: door frame is damaged at the top portion. LB Middle School P101: broken exterior light, exterior dirty. Santa Nella Rm 1 and Rm 2: windows missing screens. Winfield Rm A7: door frame is damaged at the top portion. Winfield Rm 704: broken fixtures by doors, baseboards damaged, doors missing cabinetry. For the classrooms that need repairs, a work order will be submitted.

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	3%	3%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	1%	2%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	389	374	96.14%	3.86%	3.48%
Female	112	108	96.43%	3.57%	4.63%
Male	277	266	96.03%	3.97%	3.01%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00%	0.00%	5.56%
Black or African American	19	18	94.74%	5.26%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	280	271	96.79%	3.21%	3.32%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	0.00%
White	51	47	92.16%	7.84%	6.38%
English Learners	105	101	96.19%	3.81%	0.99%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	246	235	95.53%	4.47%	4.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	389	374	96.14%	3.86%	3.48%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	389	371	95.37%	4.63%	2.16%
Female	112	108	96.43%	3.57%	1.85%
Male	277	263	94.95%	5.05%	2.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00%	0.00%	0.00%
Black or African American	19	18	94.74%	5.26%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	280	267	95.36%	4.64%	1.87%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	0.00%
White	51	48	94.12%	5.88%	6.25%
English Learners	105	99	94.29%	5.71%	1.01%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	246	234	95.12%	4.88%	2.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	389	371	95.37%	4.63%	2.16%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	2.63%	2.70%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	197	92.49%	7.51%	3.55%
Female	68	64	94.12%	5.88%	0.00%
Male	145	133	91.72%	8.28%	5.26%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	150	141	94.00%	6.00%	1.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	30	88.24%	11.76%	13.33%
English Learners	60	56	93.33%	6.67%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	127	116	91.34%	8.66%	3.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	213	197	92.49%	7.51%	3.55%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Although Merced County Special Education does not have CTE programs, Merced County Special Education classes include vocational training for all ages to promote students' independent living. In the Junior High, High School, and Transition classes for students ages 16 to 22, there is an emphasis on career and technical education provided by the Special Education teacher and Vocational Education staff. Students go to established job sites, accompanied by a Vocational Education Trainer, to learn about the world of work. Tasks and equipment at these sites are adapted to students' needs and abilities. In addition, the WorkAbility grant provides paid work experience training for students ages 16-22 for a specified number of weeks during the school year.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	2.19%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	62.8%	51.2%	46.5%	51.2%	48.8%
7	85.1%	76.6%	76.6%	74.5%	72.3%
9	84.2%	70.2%	70.2%	70.2%	71.9%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

MCOE Special Education programs ensure parental involvement through the Individual Education Program(IEP) meeting process for their child. Parents provide critical information to the teaching staff about their child's current levels of performance and educational needs. Parents participate in an annual IEP meeting per year with their child's full educational team and more if needed. Parent involvement is broadened through parent opportunities to observe their child in the classroom setting as well as participation in activities and special events. Parents are also encouraged to join organizations such as the Challenged Family Resource Center and Community Advisory Committee (CAC). These parent organizations have collaborated with and developed strong ties to MCOE special programs over many years. Direct support to parents is provided by the Challenged Family Resource Center and Community Advisory Committee (CAC) through training and parent advocacy. Parents are welcome to participate in special events such as Back to School Night, Sports Day, Holiday Celebrations, Boy and Girls Club school dances, Fair Day, and individual class parent activities. For more information on how to become involved, please contact Maria Duran-Barajas, Director of Special Education, at (209) 381-5136.

State Priority: Pupil Engagement

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

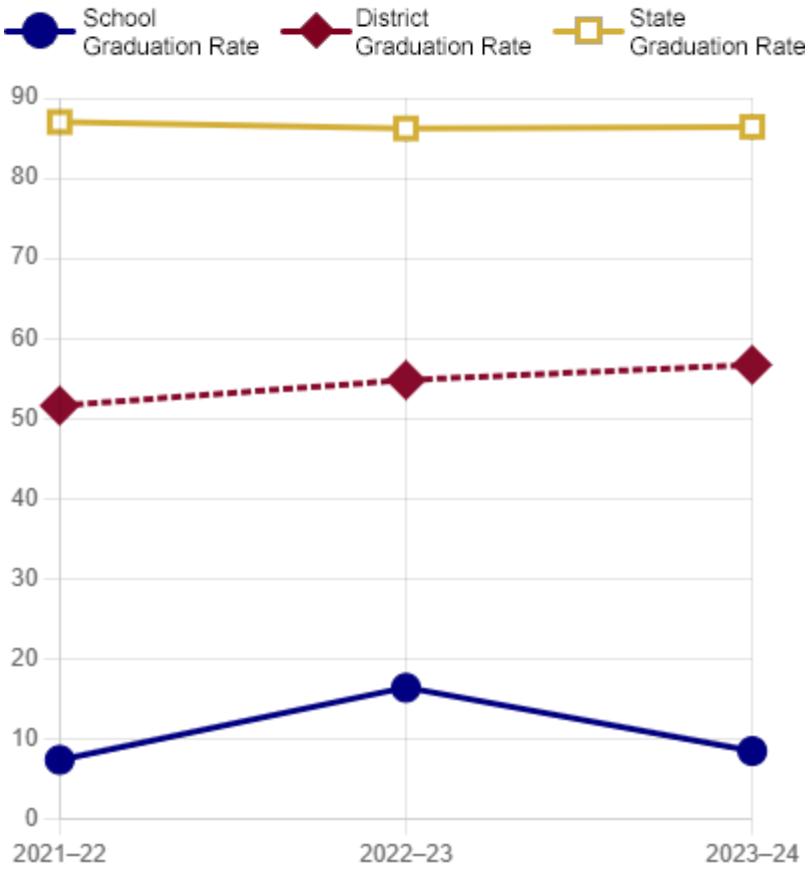
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

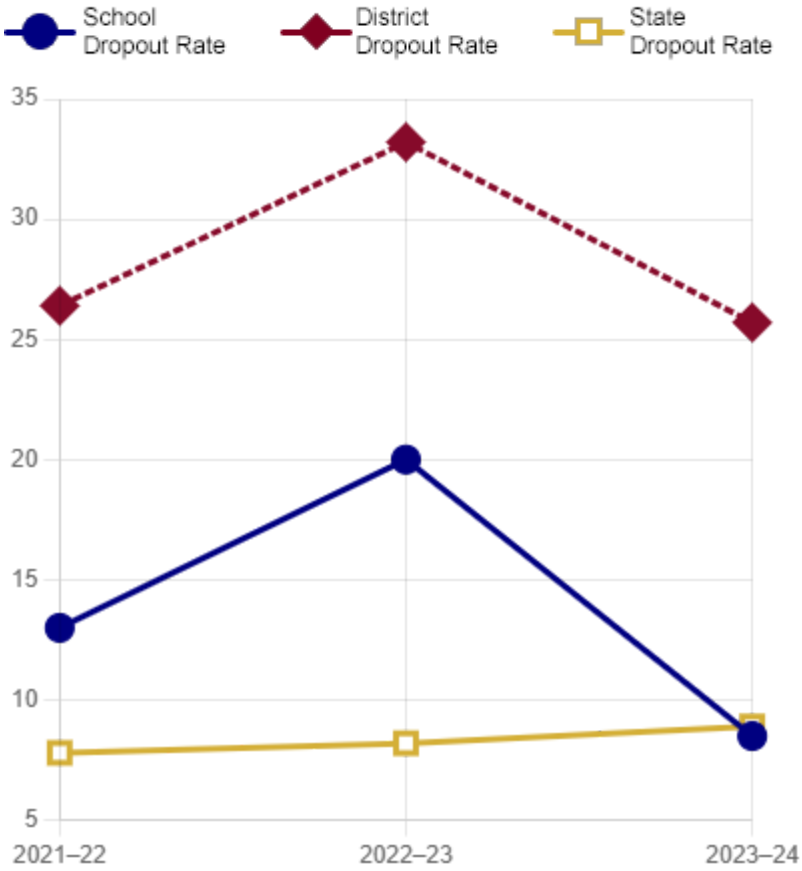
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	7.4%	16.4%	8.5%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	13.0%	20.0%	8.5%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	47	4	8.5%
Female	18	1	5.6%
Male	29	3	10.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	31	2	6.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	14	1	7.1%
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	43	3	7.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	47	4	8.5%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	984	957	474	49.5%
Female	280	275	151	54.9%
Male	704	682	323	47.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	19	39.6%
Black or African American	49	45	24	53.3%
Filipino	--	--	--	--
Hispanic or Latino	704	687	357	52.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	7	33.3%
White	140	137	57	41.6%
English Learners	253	250	124	49.6%
Foster Youth	31	29	11	37.9%
Homeless	--	--	--	--
Socioeconomically Disadvantaged	713	695	356	51.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	978	957	474	49.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	2.06%	2.58%	1.93%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.93%	0%
Female	1.79%	0%
Male	1.99%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	6.12%	0%
Filipino	0%	0%
Hispanic or Latino	1.28%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	4.76%	0%
White	4.29%	0%
English Learners	0.79%	0%
Foster Youth	16.13%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.24%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.94%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

All MCOE Special Education classes located on host district sites follow the school safety plans for that district and site that are adopted by March 1st of each school. Yet, the Sierra classes which are located at Hopeton Elementary are on an isolated site and have developed their own Safety Plan. Topics included in a Safety Plan are the roles and responsibilities of all site personnel, disaster procedures, emergency contact numbers, assault threats, earthquakes, and/or flooding, and coordination of goals with the Police and Fire Department. Procedures are reviewed with the law authorities for emergencies such as evacuation routes for all personnel and students, safe zones, and lockdown procedures. As part of the site safety plan, all visitors are to report to the office and sign in before being allowed on campus. The use of electronic/wireless communication devices, higher fencing, and better locks have been implemented/installed to ensure students' safety within the fenced and gated campus. Additionally, surveillance cameras are throughout the school to assist with safety issues. Special transportation delivers the students to the front of the school, where staff meets the buses to unload the students into the secured, fenced area. Teachers and Instructional Assistants are on duty during all recess and lunch times to ensure students are properly supervised. The MCOE Special Education classrooms are maintained and reviewed regularly by the maintenance staff to ensure all facilities are safe and in good condition. A high standard of classroom hygiene standards is implemented and daily custodial services guarantee sanitation and cleanliness in our restrooms and classrooms.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	10.00	33	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	10.00	37	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	13.00	36	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	41	0	0
Mathematics	11.00	41	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	13.50
Social Worker	0.00
Nurse	13.00
Speech/Language/Hearing Specialist	14.00
Resource Specialist (non-teaching)	0.00
Other**	11.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$49678.00	$49425.00	$252.00	$79533.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	-190.71%	1.31%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	-190.86%	--

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

Types of Services Funded (Fiscal Year 2023–24)

MCOE Special Education programs provide educational services to individuals ages 0 through 22 years who have various forms of developmental and/or other disabilities. Special Education services are funded 99.5% through restricted categorical state and federal dollars. The remaining .5% is funded through various unrestricted resources including State Lottery revenues.

The following programs and/or services are provided at MCOE Special Education Programs:

- Classes for students with moderate to severe disabilities (preschool-age 22 years of age)
- Classes for students with an emotional disturbance (Sierra Program)
- GROW program for children birth to age 3 years of age
- Home and Hospital Instruction
- Speech and Language Services
- Occupational Therapy Services
- Specialized Vision Services
- Deaf/Hard of Hearing Services
- Psychological/Counseling Services
- Behavior Services
- Health/Nursing Services
- Adapted Physical Education Services
- Assistive Technology Services
- Interpreter Services

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

2024-2025

3 full days

8 part-time days (2-3 hour trainings)

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	11

Floyd A. Schelby

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	6738 North Sultana Dr. Livingston, CA , 95334-9733	**Principal:**	Mrs. Heather Barco , Coordinator
Phone:	(209) 394-1842	**Grade Span:**	P-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Heather Barco , Coordinator

Principal, Floyd A. Schelby

About Our School



Mrs. Heather Barco, Coordinator

Floyd A. Schelby

6738 North Sultana Dr.

Livingston, CA 95334-9733

Phone (209) 394-1842

Email: hbarco@mcoe.org

Contact

Floyd A. Schelby
6738 North Sultana Dr.
Livingston, CA 95334-9733

Phone: (209) 394-1842
Email: hbarco@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Floyd A. Schelby
Street	6738 North Sultana Dr.
City, State, Zip	Livingston, CA , 95334-9733
Phone Number	(209) 394-1842
Principal	Mrs. Heather Barco , Coordinator
Email Address	hbarco@mcoe.org
Website	www.mcoe.org
Grade Span	P-12
County-District-School (CDS) Code	24102496068498

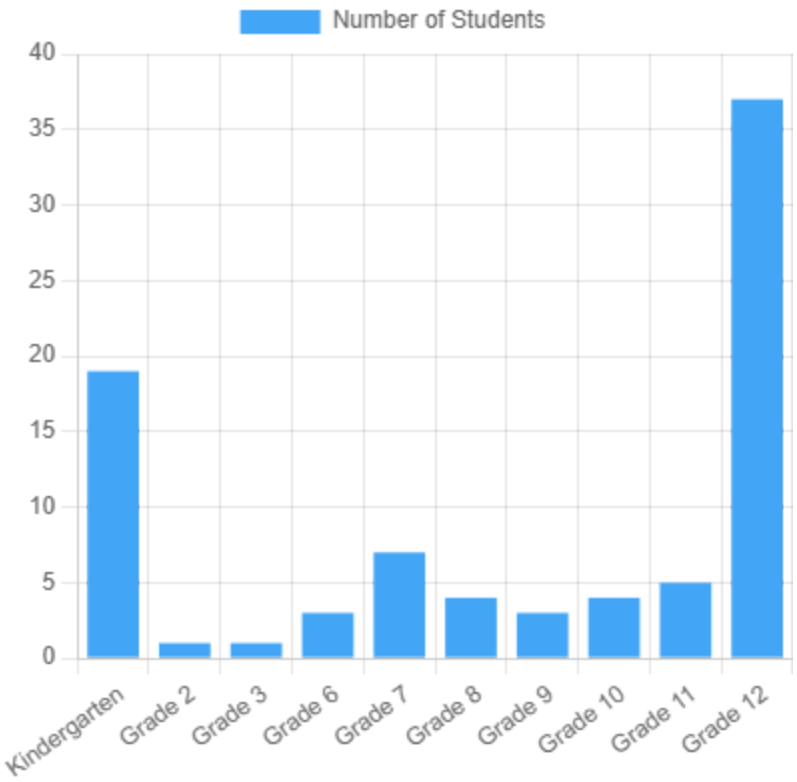
School Description and Mission Statement (School Year 2024–25)

Floyd A. Schelby is a special education school within the Special Education Department of the Merced County Office of Education (MCOE). Schelby serves students from preschool to 22 years of age who have moderate to severe disabilities in the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disabilities, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury. Schelby provides specialized classes and services for students who are medically fragile and/or for students that are not able to be on comprehensive school sites based on their educational needs indicated in their Individualized Education Plans. Services provided include special day classes, speech and language therapy, occupational and physical therapy, adaptive PE, nursing and audiological services, services for the visually impaired, deaf and hard of hearing, orientation mobility, vocational training, inclusion, assistive technology, counseling, and assessments. The mission of Schelby is to provide high-quality educational opportunities and support services to our students, families, and community to ensure that every student is successful in their academic achievement, and personal, and social development. Schelby also

promotes MCOE's overall mission to Nurture, Serve, and Lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in our students. If you have any questions about the data presented in this report or want additional information about Special Education programs or services, please call (209) 394-1842.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	19
Grade 2	1
Grade 3	1
Grade 6	3
Grade 7	7
Grade 8	4
Grade 9	3
Grade 10	4
Grade 11	5
Grade 12	37
Total Enrollment	84



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	27.40%
Male	72.60%
Non-Binary	0.00%
American Indian or Alaska Native	2.40%
Asian	2.40%
Black or African American	1.20%
Filipino	0.00%
Hispanic or Latino	77.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	16.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.80%
Foster Youth	1.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	59.50%
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	45.87%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	18.35%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	18.35%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	1.90	17.34%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	10.90	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.70	64.67%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	9.52%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	8.57%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	1.80	17.14%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	10.50	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	36.76%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.90	11.86%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	24.90%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	2.00	26.35%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	7.50	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	2.00	0.90	0.9
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	0.90	1.8

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	14.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	27.20%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Students who are enrolled in our moderate to severe preschool program use the We Can curriculum with progress monitoring and data collection through “A Work in Progress”. The preschool programming is based on ABA principles and implements discrete trial training as one of the main teaching methodologies.

Year and month in which the data were collected: November 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills.	0
Mathematics	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills.	0
Science	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills.	0
History-Social Science	The Merced County Office of Education Special Education Program has adopted specially designed curricula for students with moderate to severe disabilities. The specialized curriculum, Unique Learning System, addresses all four core areas, Reading/Language Arts, Mathematics, Science, and Social Studies. The program also provides resources for instruction in daily living, social-emotional, and vocational and transition skills.	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Floyd A. Schelby School has handicapped access and meets applicable fire and safety code standards. Internet access is available to students in the classrooms or at designated locations throughout the campus. All classrooms are in good condition and are maintained cleanly by the MCOE custodial staff. The Schelby coordinator and teaching staff monitor if there is a need for a repair in the classrooms or a safety concern with a school facility. If any repairs are needed, the program secretary submits a work order using the established process for repair requests. If maintenance needs arise, the work order requests are submitted using the adopted work order process. At Schelby, the custodial staff consists of two full-time staff, one works the morning shift, and the afternoon custodian works the evening shift.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	In the cafeteria kitchen, the oven intake has dust and behind the oven. A work order will be submitted.
Interior: Interior Surfaces	Good	Room B4, open holes next to the speaker. B5 damaged area by wall clock. Some paint missing on the interior gym door, and tear on the wall in the gym. A work order will be submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Room B3, dirty ceiling tiles. B5 dirty vents. C1, C3, and C4, several tiles need to be cleaned or are stained. Kitchen, floor has some debris, stickers on the tile floor. A work order will be submitted.
Electrical: Electrical	Fair	B1 room, the light bulb is out. The light bulb will be replaced. B6, exposed wires on one of the walls. A work order will be submitted. C4, several fluorescent lights need to be replaced. A work order will be submitted.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Several flourscent lights need to be replaced in the boys bathroom. A work order will be submitted. Restroom tiles need to be replaced. A work order will be submitted.
Safety: Fire Safety, Hazardous Materials	Good	Room B2, fire extinguisher door is broken. B4 exit sign needs to be repaired. A work order will be submitted.
Structural: Structural Damage, Roofs	Good	none
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room B2, glass on door is broken. A work order will be submitted.

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	4%	14%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	4%	9%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00%	0.00%	13.64%
Female	--	--	--	--	--
Male	14	14	100.00%	0.00%	7.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	5.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	21.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	22	100.00%	0.00%	13.64%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00%	0.00%	9.09%
Female	--	--	--	--	--
Male	14	14	100.00%	0.00%	14.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	5.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	14	100.00%	0.00%	7.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	22	100.00%	0.00%	9.09%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	0.00%	0.00%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00%	0.00%	13.33%
Female	--	--	--	--	--
Male	11	11	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	11	11	100.00%	0.00%	9.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	15	15	100.00%	0.00%	13.33%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Although Floyd A. Schelby does not have CTE programs, Schelby's Special Education classes include vocational training for all ages to promote students' independent living. In the Junior High, High School, and Transition classes for students ages 16 to 22, there is an emphasis on career and technical education provided by the Special Education teacher and Vocational Education staff. Students go to established job sites, accompanied by a Vocational Education Trainer, to learn about the world of work. Tasks and equipment at these sites are adapted to students' needs and abilities. In addition, the WorkAbility grant provides paid work experience training for students ages 16-22 for a specified number of weeks during the school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	0%	0%	0%	0%	0%
7	54.5%	54.5%	54.5%	54.5%	54.5%
9	33.3%	33.3%	33.3%	33.3%	33.3%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Floyd A. Schelby ensures parental involvement through the Individual Education Program (IEP) meeting process for their child. Parents provide critical information to the teaching staff about their child's current levels of performance and educational needs. Parents participate in an annual IEP meeting per year with their child's full educational team and more if needed. Parent involvement is broadened through parent opportunities to observe their child in the classroom setting as well as participation in activities and special events. Parents are also encouraged to join organizations such as the Challenged Family Resource Center and Community Advisory Committee (CAC). These parent organizations have collaborated with and developed strong ties to MCOE special programs over many years. Direct support to parents is provided by the Challenged Family Resource Center and Community Advisory Committee (CAC) through training and parent advocacy. Parents are welcome to participate in special events such as Back to School Night, Sports Day, Holiday Celebrations, Boy and Girls Club school dances, Fair Day, and individual class parent activities. For more information on how to become involved, please contact Program Coordinator, at (209) 394-1842.

State Priority: Pupil Engagement

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

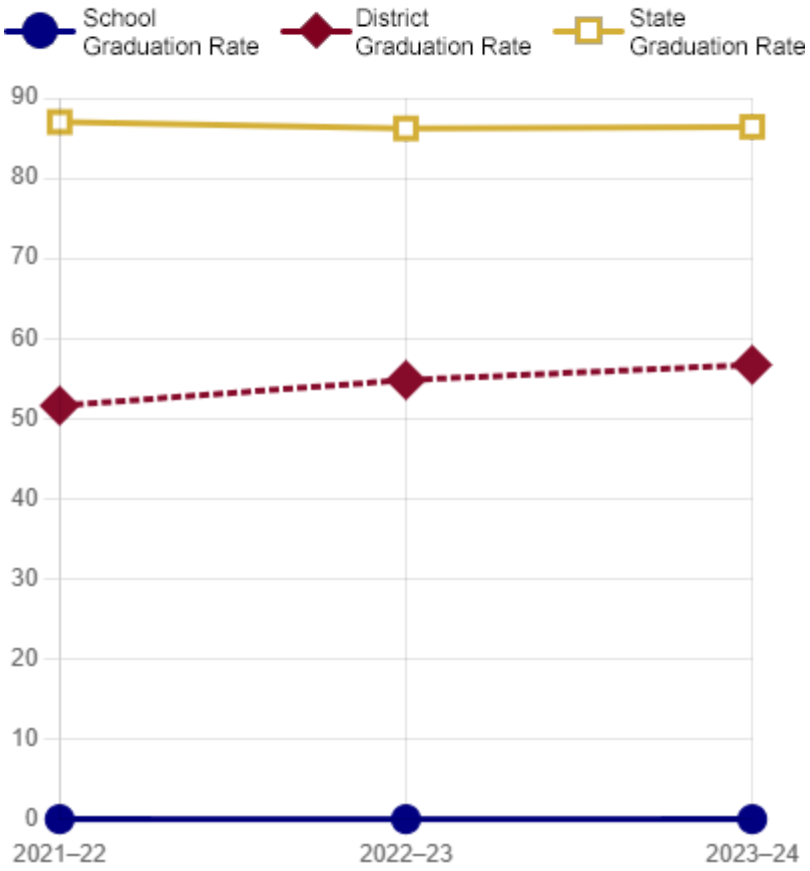
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

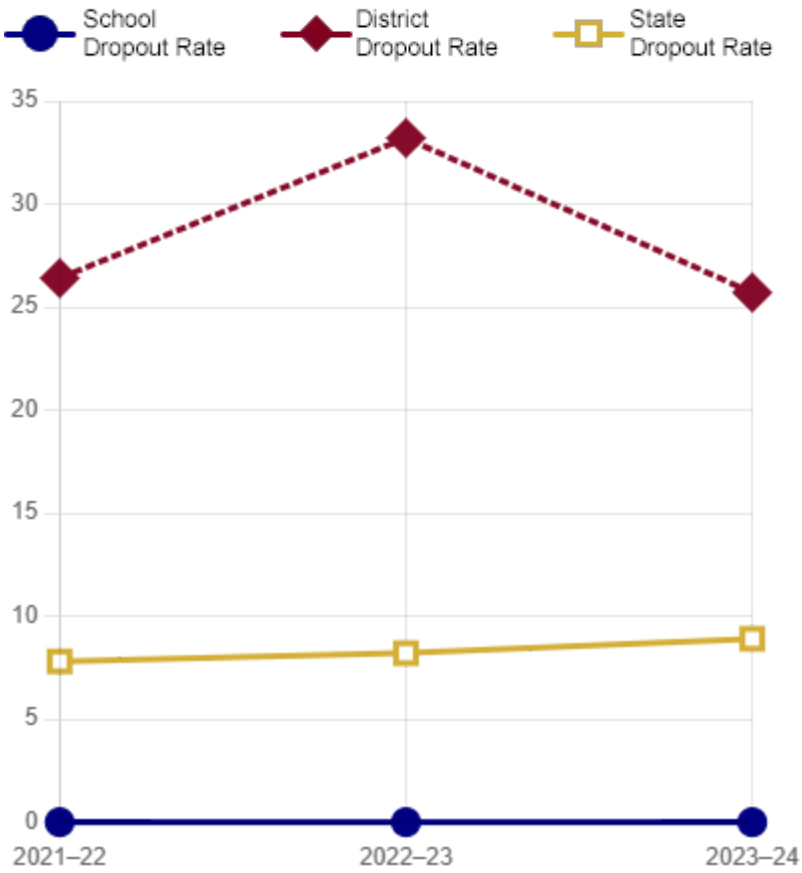
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	--	--	--	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	--	--	--	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0%
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	91	88	47	53.4%
Female	25	24	16	66.7%
Male	66	64	31	48.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	68	67	36	53.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	15	9	60.0%
English Learners	22	20	12	60.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	61	59	30	50.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	87	46	52.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Floyd A. Schelby School follows the Safety Plan that is adopted by March 1st of each school year by the School Safety Committee. Areas included are the roles and responsibilities of all site personnel, disaster procedures, emergency contact numbers, assault threats, earthquakes, and/or flooding, and coordination of goals with the Livingston Police and Fire Department. Procedures are reviewed with the law authorities for emergencies such as evacuation routes for all personnel and students, safe zones, and lockdown procedures. As part of the site safety plan, all visitors are to report to the office and sign in before being allowed on campus. The use of electronic/wireless communication devices, higher fencing, and better locks have been implemented/installed to ensure students' safety within the fenced and gated campus. Additionally, surveillance cameras are throughout the school to assist with safety issues. Special transportation delivers the students to the front of the school, where staff meets the buses to unload the students into the secured, fenced area. Teachers and Instructional Assistants are on duty during all recess and lunch times to ensure students are properly supervised. Schelby is maintained and reviewed regularly by the maintenance staff to ensure all facilities are safe and in good condition. A high standard of classroom hygiene standards is implemented at Schelby and daily custodial services guarantee sanitation and cleanliness in our restrooms and classrooms.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	5.00	3	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	10.00	4	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	8.00	3	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

The reason for zero data size is that students in secondary grades are in a self-contained special education classroom and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

The reason for zero data size is that students in secondary grades are in a self-contained special education classroom and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

The reason for zero data size is that students in secondary grades are in a self-contained special education classroom and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	6	0	0
Mathematics	11.00	6	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.60
Social Worker	0.00
Nurse	2.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	0.00
Other**	2.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$47167.00	$46968.00	$200.00	$74961.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	-192.59%	-4.61%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	-192.71%	--

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

Types of Services Funded (Fiscal Year 2023–24)

Floyd A. Schelby School provides educational services to individuals ages 3 through 22 years who have various forms of developmental and/or other disabilities. Special Education services are funded 99.6% through restricted categorical state and federal dollars. The remaining .4% is funded through various unrestricted resources including State Lottery revenues. The following programs and services are provided at Schelby:

The following programs and/or services are provided at Schelby:

- Classes for students with moderate to severe disabilities (preschool-age 22 years of age)
- Home and Hospital Instruction
- Speech and Language Services
- Occupational Therapy Services
- Specialized Vision Services
- Deaf/Hard of Hearing Services
- Psychological/Counseling Services
- Behavior Services
- Health/Nursing Services
- Adapted Physical Education Services
- Assistive Technology Services
- Interpreter Services

Professional Development

2024-2025

3 full days

8 part-time days (2-3 hour trainings)

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	11

Valley Atwater Community

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1800 Matthew Ave. Atwater, CA , 95301-2079	**Principal:**	Mrs. Crystal Sousa, Principal
Phone:	(209) 381-4560	**Grade Span:**	6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Crystal Sousa, Principal

Principal, Valley Atwater Community

About Our School

Contact

Valley Atwater Community
1800 Matthew Ave.
Atwater, CA 95301-2079

Phone: (209) 381-4560
Email: csousa@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

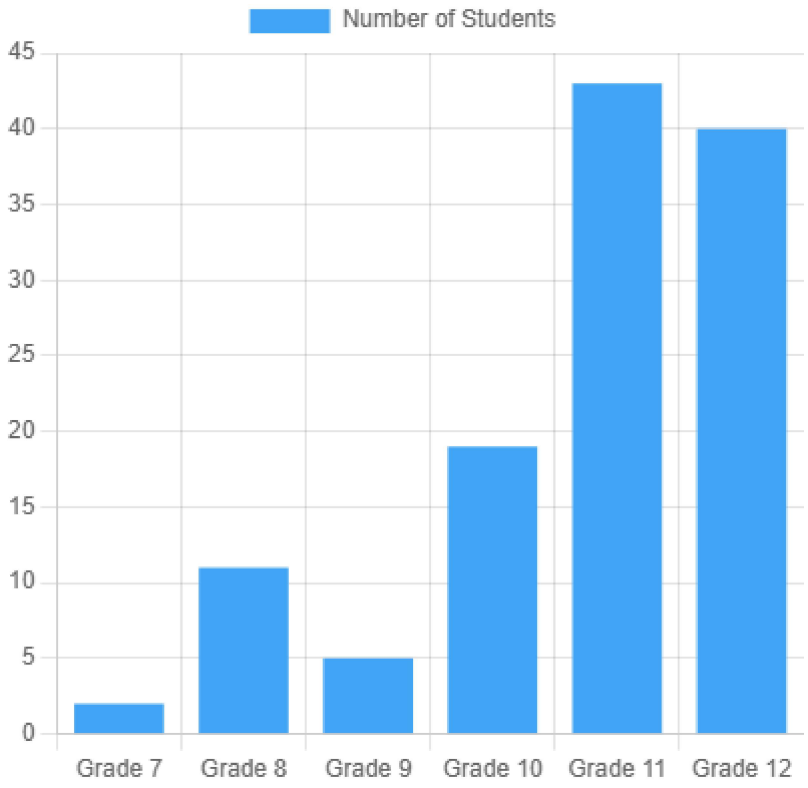
School Name	Valley Atwater Community
Street	1800 Matthew Ave.
City, State, Zip	Atwater, CA , 95301-2079
Phone Number	(209) 381-4560
Principal	Mrs. Crystal Sousa, Principal
Email Address	csousa@mcoe.org
Website	www.mcoe.org
Grade Span	6-12
County-District-School (CDS) Code	24102492430171

School Description and Mission Statement (School Year 2024–25)

It is our pleasure to welcome you to Valley Community School Atwater, where every student is a success! VCS strives to meet this goal by providing a standards-based academic curriculum that is rigorous and challenging and meets the needs of our students Our program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma. Valley Community School has a school motto – STRIVE (Safe, Trust, Respect, Inspire, Vision, Encourage). STRIVE is our new model of school rules and posture to help provide students with a safe and supportive learning environment. PBIS and Restorative Practices are in place to encourage staff/student relationships and to build positive behaviors on campus.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 7	2
Grade 8	11
Grade 9	5
Grade 10	19
Grade 11	43
Grade 12	40
Total Enrollment	120



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	41.70%
Male	58.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	5.00%
Filipino	0.00%
Hispanic or Latino	82.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.70%
White	10.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.20%
Foster Youth	0.00%
Homeless	5.80%
Migrant	0.00%
Socioeconomically Disavantaged	95.00%
Students with Disabilities	12.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	18.02%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.60	26.46%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.95%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	38.15%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	0.90	15.10%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	6.10	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	34.01%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	20.20%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	6.73%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	30.30%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	8.42%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	2.90	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	15.82%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.20	6.96%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	24.37%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	31.65%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	21.20%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	3.10	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.10	0.20	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	0.20	0.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.30	0.90	1
Total Out-of-Field Teachers	2.30	0.90	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70%	8.3%	54.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	34.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Online Curriculum	0
Mathematics	Edmentum Online Curriculum	0
Science	Edmentum Online Curriculum	0
History-Social Science	Edmentum Online Curriculum	0
Foreign Language	Edmentum Online Curriculum	0
Health	Edmentum Online Curriculum	0
Visual and Performing Arts	Edmentum Online Curriculum	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The most recent FIT Report was completed in December 2024 by the Custodial Supervisor. The overall rating for Merced Scholars Charter School is "Fair." A rank of "Good" was received in Systems, Restrooms, Structures, and External. A rank of "Fair" was received in Cleanliness and Safety. A rank of "Poor" was received in Interior and Electrical.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Curtains broken, lights out, ceiling tile stains, missing light covers, carpet stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Floorboards and vents dirty
Electrical: Electrical	Poor	Electrical panel blocked with boxes, chargers left plugged into surge protector unused, coffee pot, microwave, and refrigerator plugged into surge protectors, floor stains under bleachers, floor outlet damaged
Restrooms/Fountains: Restrooms, Sinks/Fountains		One sink missing a handle, broken soap dispenser
Safety: Fire Safety, Hazardous Materials	Fair	Fire extinguisher missing a sign, fire extinguisher tag not signed, gas sign need to be replaced, gas cabinet has broken lock, PIV in the rear is blocked.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	--	7%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	--	2%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	83	94.32%	5.68%	7.23%
Female	42	41	97.62%	2.38%	12.20%
Male	46	42	91.30%	8.70%	2.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	73	71	97.26%	2.74%	4.23%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	83	78	93.98%	6.02%	5.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	84	95.45%	4.55%	2.38%
Female	42	42	100.00%	0.00%	2.38%
Male	46	42	91.30%	8.70%	2.38%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	73	72	98.63%	1.37%	1.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	83	79	95.18%	4.82%	1.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	--	1.20%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	83	95.40%	4.60%	1.20%
Female	41	41	100.00%	0.00%	2.44%
Male	46	42	91.30%	8.70%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	70	98.59%	1.41%	1.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	9	81.82%	18.18%	--
English Learners	18	18	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	11	11	100.00%	0.00%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	79	96.34%	3.66%	1.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

?

VCS Atwater offers several Career Technical Education (CTE) courses.

There are four pathways, Business and Marketing, automotive and truck driving.

Students who participate in at least one CTE class will develop job and career skills to better prepare them for attaining entry-level work. VCS Atwater works closely with the College and Career Program under the Educational Services Department . Specifically, the Merced County Regional Occupational Program (ROP) provides the CTE instructors for the courses taught at VCS. In addition, other ROP courses throughout the county are also available to students on other school campuses should students be interested and willing to attend those classes.

Contact:
Janice Rogge, Coordinator, MCOE
Regional Occupational Program (ROP)/Career Technical Education (CTE)
632 W. 13th Street, Building B
Merced, CA 95341
Office: (209) 381-6789

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	10.28%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	4.55%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	90%	90%	90%	90%	90%
9	80%	80%	80%	80%	80%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Valley Community School encourages parental involvement in all aspects of their child's education. Many organized opportunities for parental involvement exist,such as, Back-to-School Night, School Site Council, English Learner Advisory Committee, Parent Workshops, and our LCAP committee. For more information on how to be involved in your child's school, please call 209-381-4550.

State Priority: Pupil Engagement

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

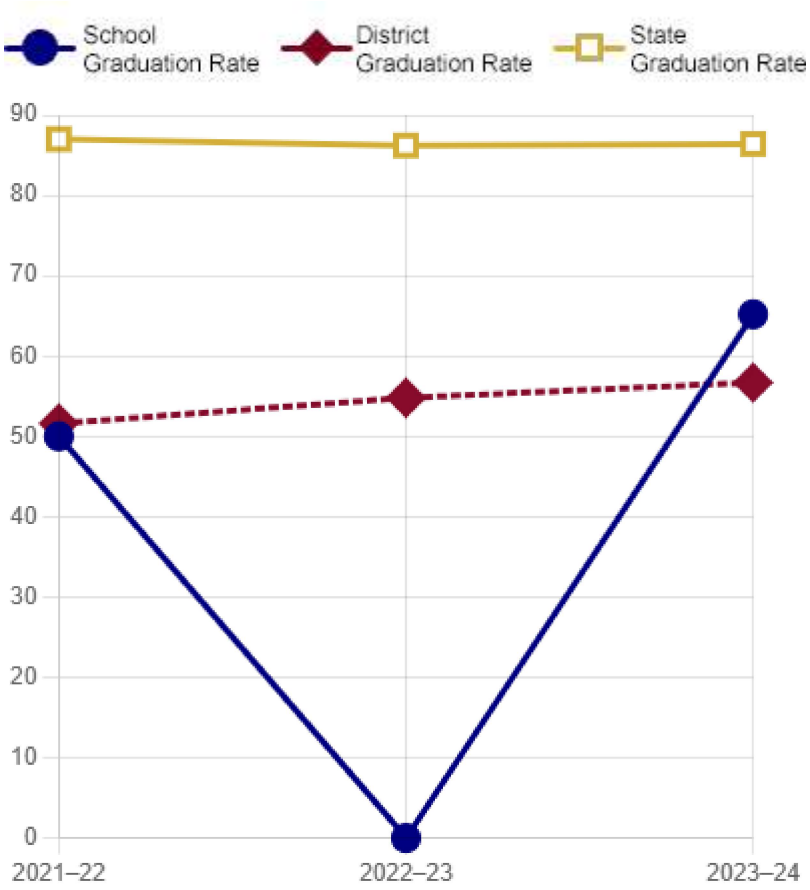
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

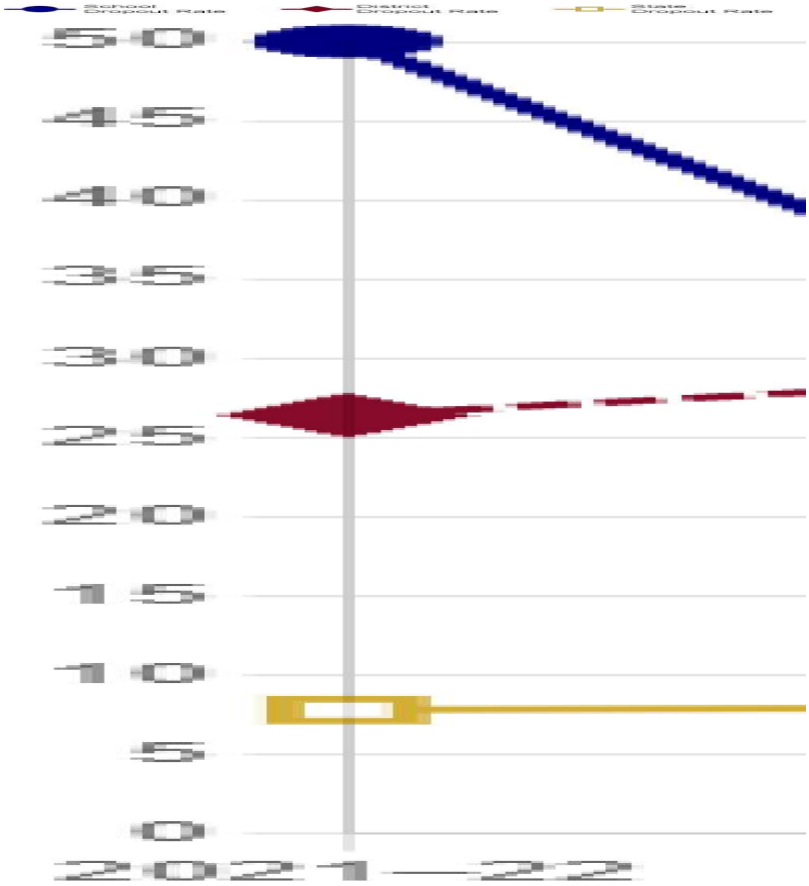
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	50.0%	--	65.2%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	50.0%	--	21.7%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	46	30	65.2%
Female	15	9	60.0%
Male	31	21	67.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	38	24	63.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	45	29	64.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	185	45	24.3%
Female	117	74	13	17.6%
Male	143	111	32	28.8%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	2	2	0	0%
Black or African American	13	8	4	50%
Filipino	1	0	0	0%
Hispanic or Latino	202	148	32	21.6%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	13	5	2	40%
White	29	22	7	31.8%
English Learners	48	42	9	21.4%
Foster Youth	2	1	1	100%
Homeless	28	24	7	29.2%
Socioeconomically Disadvantaged	246	181	44	24.3%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	38	26	5	19.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	2.21%	3.59%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The VCS Atwater School Site Council approves updates to the plan at the meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. VCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	4		
Mathematics	3.00	3		
Science	5.00	2		
Social Science	3.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	3	0	0
Mathematics	9.00	1	0	0
Science	9.00	1	0	0
Social Science	9.00	2	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	2		
Mathematics	11.00	1		
Science	11.00	1		
Social Science	11.00	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	120

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.12
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21343.00	$5563.00	$15780.00	$70432.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	39.30%	-10.83%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	37.74%	--

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

Types of Services Funded (Fiscal Year 2023–24)

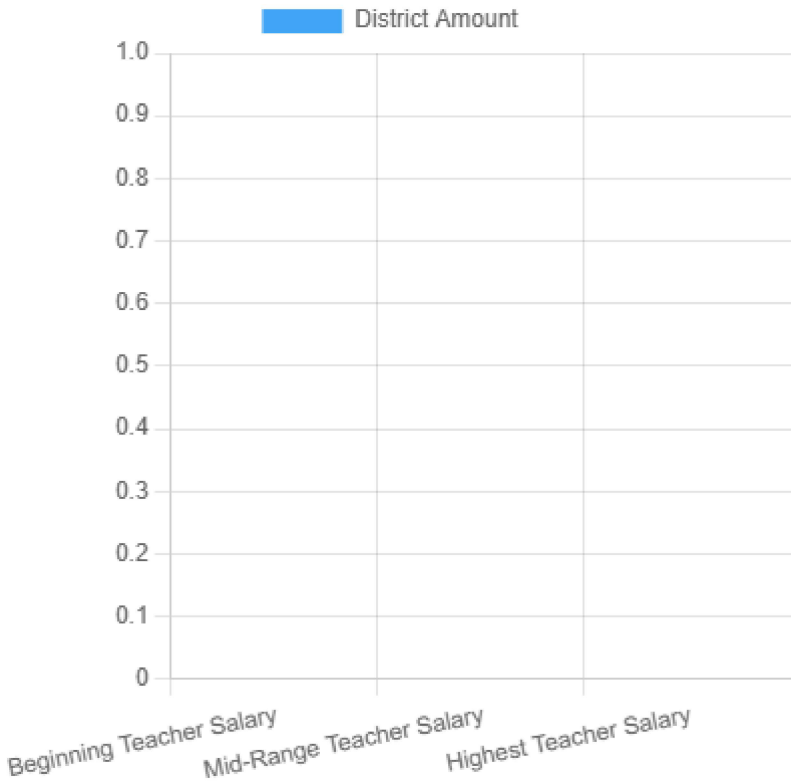
VCS Atwater provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources that support and assist students.
Some services are contracted through the LEA, the Merced County Office of Education.
Tutoring
Leadership and community service opportunities
Employability portfolio workshops
School psychologist and counseling services
Wellness Center and classes
Academic counseling services
Special Education support
Technology Support Career Technical Education

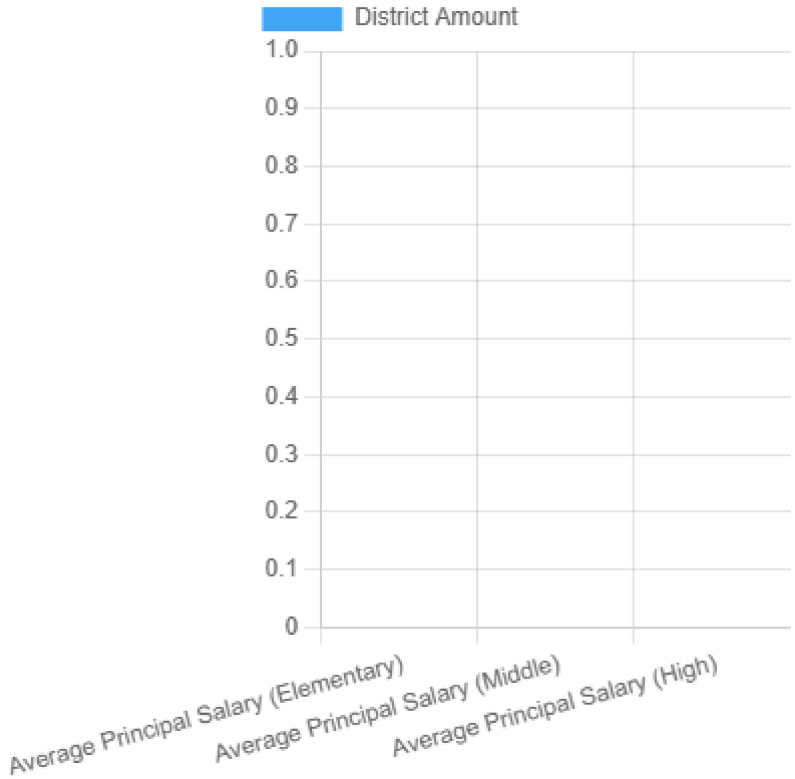
Teacher and Administrative Salaries (Fiscal Year 2022–23)

The law does not require COE's to report this data, per Ed. Code 41409.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Professional Development

MCOE provides staff with regular opportunities for training and professional development. 2020-21 shows the cumulative days, including partial days, dedicated to professional development. Each year, staff is provided two days of training through school inservice and the additional partial days are for professional development every other Thursday afternoon. The total hours dedicated to training on Thursday afternoons amounts to four additional days of professional development for staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

Valley Los Banos Community

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	715 West H St. Los Banos, CA , 93635-8540	**Principal:**	Dr. May Moua, Director
Phone:	(209) 381-6648	**Grade Span:**	6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Dr. May Moua, Director

Principal, Valley Los Banos Community

About Our School

Acting Principal & Director of Student Programs: Tara Hill

Contact

Valley Los Banos Community
715 West H St.
Los Banos, CA 93635-8540

Phone: (209) 381-6648
Email: mtmoua@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Valley Los Banos Community
Street	715 West H St.
City, State, Zip	Los Banos, CA , 93635-8540
Phone Number	(209) 381-6648
Principal	Dr. May Moua, Director
Email Address	mtmoua@mcoe.org
Website	www.mcoe.org
Grade Span	6-12
County-District-School (CDS) Code	24102492430163

School Description and Mission Statement (School Year 2024–25)

Valley Community Schools are operated by the Merced County Office of Education. Educational Services Department. The campus of VCS Los Banos includes both a daily school and an independent study program. Valley Community School was established to serve students in need of an alternative method of learning in order to be successful in school. At Los Banos Valley Community School we aim to meet the individual needs of each student. In addition, we nurture and support students to ensure they are on track to becoming productive members of the community and completing their high school education. We do this by providing quality learning opportunities in a small, personalized, learning environment. Students learn academic and life skills. They also learn to view themselves in a positive way and to get along with other people. Helping students to meet their academic goals, obtain their high school diplomas, and overcome their social and emotional obstacles to success are the primary goals of the diverse array of services and programs offered at Los Banos Valley Community School. While we strive to help transition students to their school district of residence, many students choose to remain with us to complete

their graduation requirements and graduate from our school. The majority of students attending Valley Community School come from challenged backgrounds. 93% of VCS students are either socioeconomically disadvantaged, are classified as English Learners, and/or are in the Foster Youth Program. In addition to these challenges, the academic careers of most VCS students have been negatively impacted by one or more of the following barriers to success: 1) lack of basic academic skills, 2) truancy, 3) social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status), 4) substance abuse and addiction, and 5)criminal activity (with gang activity being a particularly insidious problem within VCS schools and the Merced County community at large). Helping students meet their academic goals, obtain their high school diplomas, and overcome their social-emotional obstacles to success are the primary goals of the diverse array of services and programs offered within the VCS system.

Educational Services Student Programs Vision: Student Programs is committed to the success of every student.

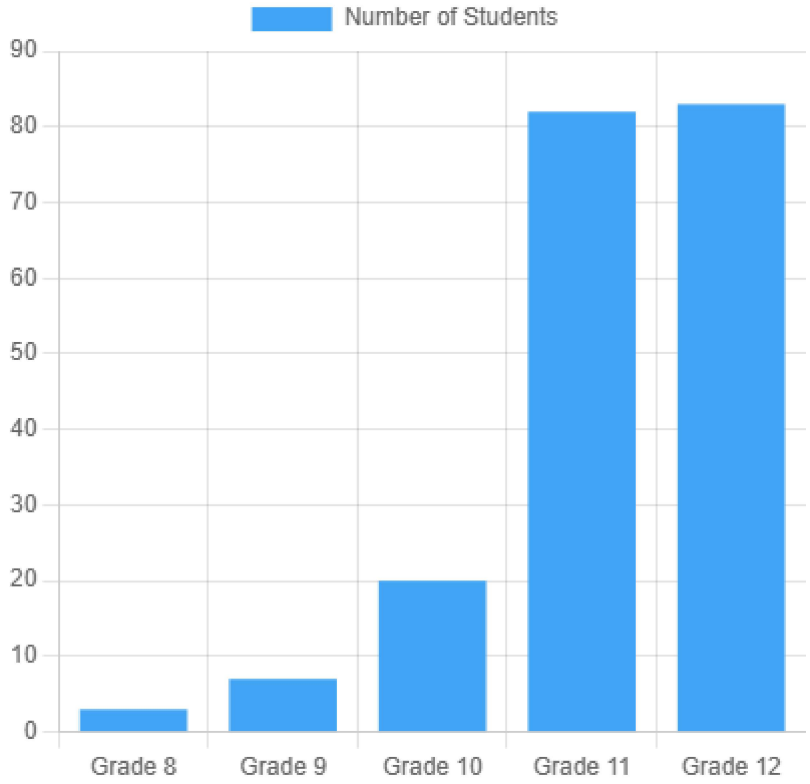
Education Services Student Programs Mission: To lead, inspire, and nurture through innovative and unique experiences in a safe learning environment.

Valley Community School Mission: The mission of Valley Community School is to provide a safe and encouraging atmosphere where staff, students, family, and community members work together to create a learning environment where all participants develop a desire for personal growth and life-long learning.

School Wide Learner Outcomes (SLOs): VCS students will be RESPONSIBLE for their learning and actions, PREPARED for career and/or college, PROBLEM SOLVERS applying effective decision-making skills.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 8	3
Grade 9	7
Grade 10	20
Grade 11	82
Grade 12	83
Total Enrollment	195



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	39.00%
Male	60.00%
Non-Binary	1.00%
American Indian or Alaska Native	0.50%
Asian	0.00%
Black or African American	1.50%
Filipino	0.00%
Hispanic or Latino	92.30%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	0.00%
White	5.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.90%
Foster Youth	1.00%
Homeless	3.60%
Migrant	1.50%
Socioeconomically Disavantaged	88.20%
Students with Disabilities	8.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.20	20.70%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.80	14.69%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	33.22%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	1.80	31.05%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	5.90	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	32.42%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	4.03%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	35.16%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	28.23%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	6.20	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	25.89%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	24.30%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	25.27%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	1.90	24.30%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	8.10	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0.7
Misassignments	0.00	0.20	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.20	1.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.90	2.10	2
Total Out-of-Field Teachers	1.90	2.10	2

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	4%	14%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.40%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Primary Edmentum Supplemental is Apex ELD- English 3D	0
Mathematics	Primary - Edmentum Supplemental - Apex	0
Science	Primary - Edmentum Supplemental - Apex	0
History-Social Science	Primary - Edmentum Supplemental - Apex	0
Foreign Language	Primary - Edmentum Supplemental - Apex	0
Health	Primary - Edmentum Supplemental - Apex	0
Visual and Performing Arts	Primary - Edmentum Supplemental - Apex	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The most recent FIT Report was completed in December 2024 by the Custodial Supervisor. The overall rating for Valley Los Banos is "Fair." A rank of "Good" was received in Systems, Restrooms, Structures, and External. A rank of "Fair" was received in Electrical and Safety. A rank of "Poor" was received in Interior and Cleanliness.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs/adjustments needed: damaged ceiling tiles, tiles out of place, damaged carpet, baseboards damaged, light fixtures covers missing, exit sign needs repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Repairs/adjustments needed: dirty vents, ceiling tiles stained, clutter in office, a few carpet stains, damaged hand soap, clutter, unorganized, dirty, webs, dusty areas
Electrical: Electrical	Fair	Repairs/adjustments needed: lights out in one of the rooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Repairs/adjustments needed: décor hanging - fire hazard, fire extinguisher not signed
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	6%	7%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	96	95.05%	4.95%	7.29%
Female	38	37	97.37%	2.63%	10.81%
Male	62	58	93.55%	6.45%	5.17%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	98	93	94.90%	5.10%	7.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	34	32	94.12%	5.88%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	93	89	95.70%	4.30%	7.87%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	13	86.67%	13.33%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	95	94.06%	5.94%	0.00%
Female	38	37	97.37%	2.63%	0.00%
Male	62	57	91.94%	8.06%	0.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	98	92	93.88%	6.12%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	34	32	94.12%	5.88%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	93	88	94.62%	5.38%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	13	86.67%	13.33%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	8.33%	0.00%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	39	76.47%	23.53%	0.00%
Female	17	12	70.59%	29.41%	0.00%
Male	34	27	79.41%	20.59%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	47	35	74.47%	25.53%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	19	13	68.42%	31.58%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	31	77.50%	22.50%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

In 2023-2024, Los Banos Valley Community School offered Business Marketing I, Digital Media Arts I/II, Health Careers I, Career Exploration, Criminal Justices I/II

Contact: Janice Rogge/Coordinator

MCOE Regional Occupational Program (ROP)/Career Technical Education (CTE)

632 W. 13th Street, Building B Merced, CA 95341 Office: (209) 381-6789

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	94
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	62.83%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	85.7%	100%	93.8%		100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Valley Community School encourages parental involvement in all aspects of their child's education. Many organized opportunities for parental involvement exist, such as Back-to-School Night, School Site Council, English Learner Advisory Committee, Parent Workshops, and our LCAP committee. For more information on how to be involved in your child's school, please call 209-827-5600.

State Priority: Pupil Engagement

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

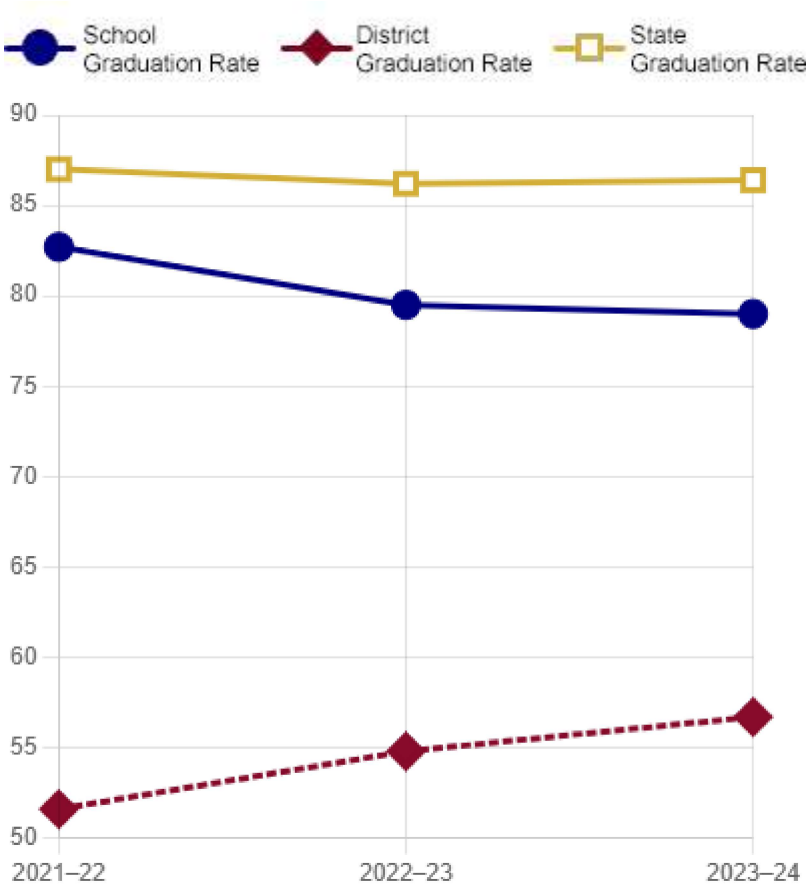
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

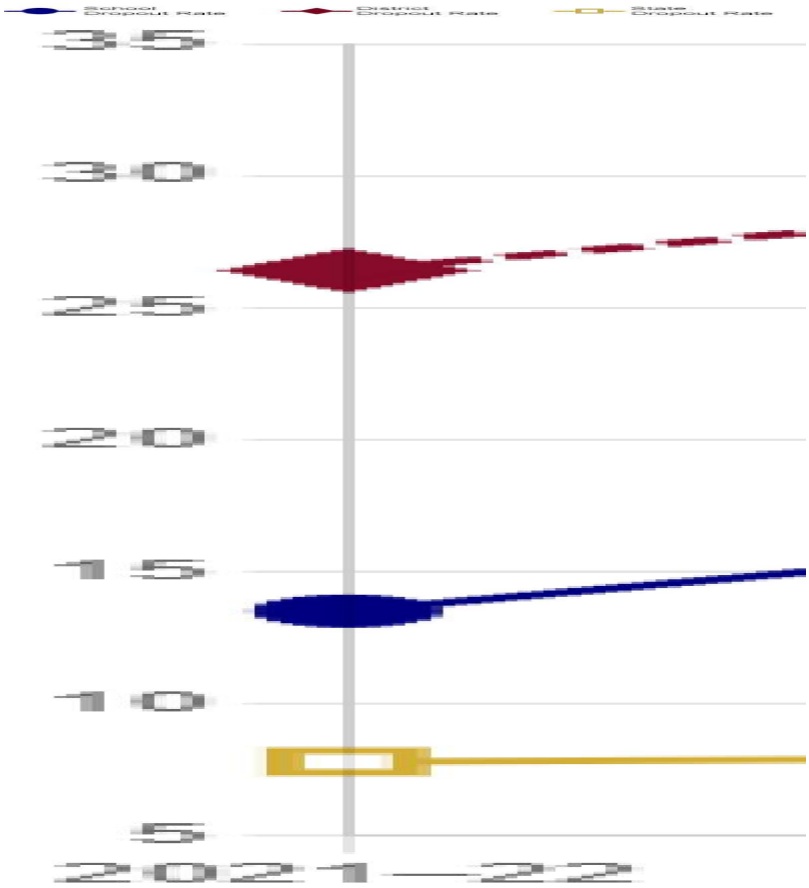
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	82.7%	79.5%	79.0%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	13.5%	20.5%	21.0%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	105	83	79.0%
Female	41	32	78.0%
Male	64	51	79.7%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	94	75	79.8%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	35	28	80.0%
Foster Youth	--	--	--
Homeless	16	11	68.8%
Socioeconomically Disadvantaged	103	81	78.6%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	8	66.7%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	549	286	128	44.8%
Female	219	103	37	35.9%
Male	328	182	90	49.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	506	261	113	43.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	29	17	12	70.6%
English Learners	168	101	46	45.5%
Foster Youth	--	--	--	--
Homeless	24	18	6	33.3%
Socioeconomically Disadvantaged	489	266	123	46.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	27	16	59.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	8.10%	12.73%	0.91%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91%	0%
Female	0.46%	0%
Male	1.22%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.99%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	4.17%	0%
Socioeconomically Disadvantaged	1.02%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The VCS Los Banos School Site Council approves updates to the plan at the meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. VCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24.00	4	4	
Mathematics	22.00	2	3	
Science	23.00	1	2	
Social Science	23.00	2	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	10	1	0
Mathematics	17.00	8	0	0
Science	17.00	6	0	0
Social Science	23.00	4	3	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	17		
Mathematics	7.00	12		
Science	8.00	11		
Social Science	7.00	23		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	195

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23006.00	$8772.00	$14234.00	$88349.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	29.30%	11.81%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	37.74%	--

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

Types of Services Funded (Fiscal Year 2023–24)

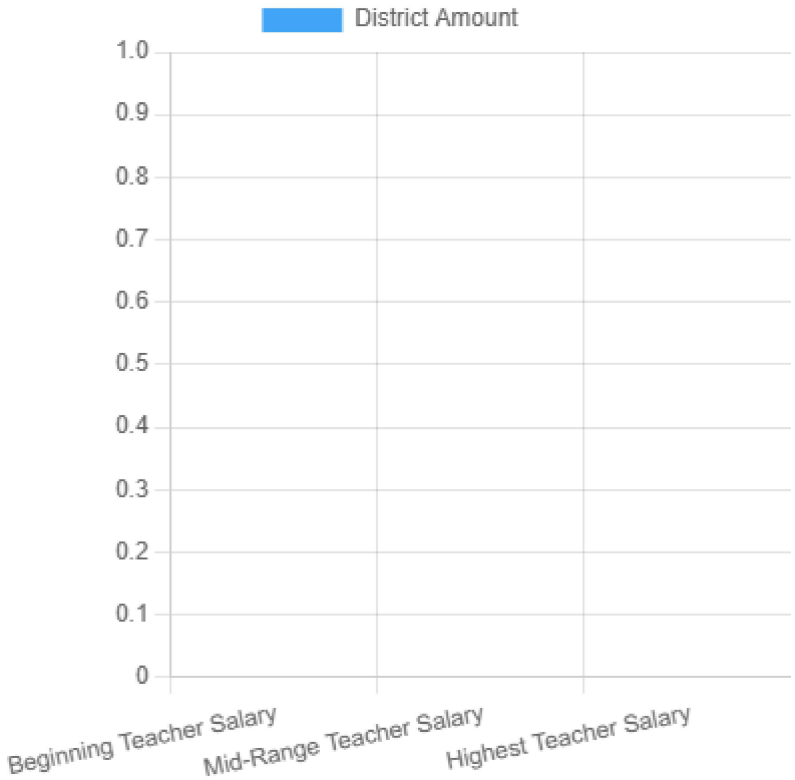
VCS Merced provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources that support and assist students.
Some services are contracted through the LEA, the Merced County Office of Education.

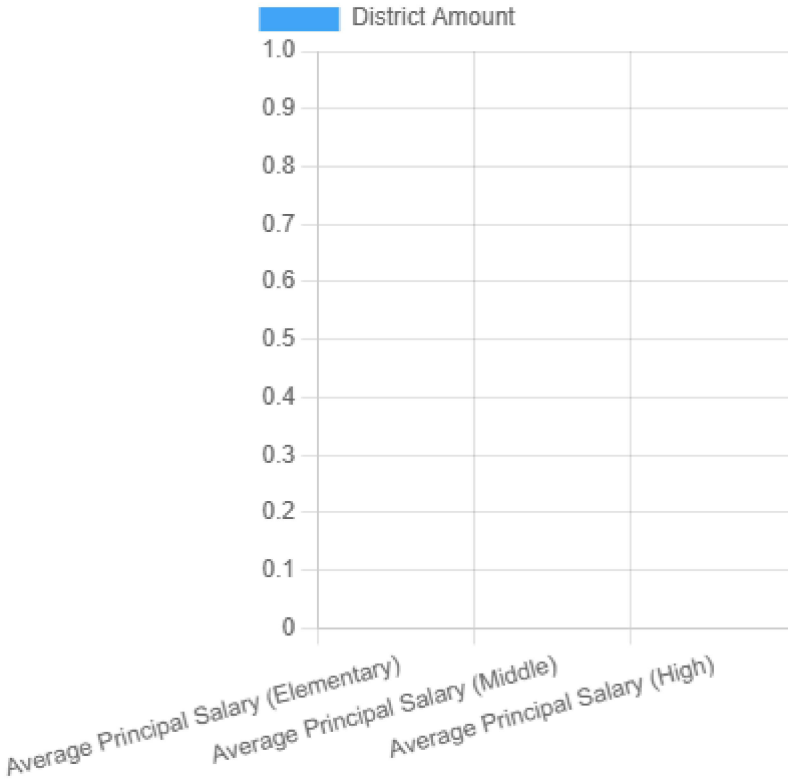
Some of the services include: Tutoring, Leadership and community service opportunities, Employability portfolio workshops, counseling/mentoring through school psychiatrists and youth engagement specialists, Academic counseling services, Special Education support, Technology Support, Career Technical Education

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.




District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

MCOE provides staff with regular opportunities for training and professional development. The table shows the cumulative days, including partial days, dedicated to professional development. Each year, staff is provided three days of training through school inservice and the additional partial days are for professional development every Thursday afternoon. The total hours dedicated to training on Thursday afternoons amounts to 7 additional days of professional development for staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

Valley Merced Community

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1850 Wardrobe Ave. Merced, CA , 95341-6407	**Principal:**	Mr. Robert Pierce, Principal
Phone:	(209) 381-4500	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mr. Robert Pierce, Principal

Principal, Valley Merced Community

About Our School

Principal: Robert Pierce

Contact

Valley Merced Community
1850 Wardrobe Ave.
Merced, CA 95341-6407

Phone: (209) 381-4500
Email: rpierce@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Valley Merced Community
Street	1850 Wardrobe Ave.
City, State, Zip	Merced, CA , 95341-6407
Phone Number	(209) 381-4500
Principal	Mr. Robert Pierce, Principal
Email Address	rpierce@mcoe.org
Website	www.mcoe.org
Grade Span	K-12
County-District-School (CDS) Code	24102492430148

School Description and Mission Statement (School Year 2024–25)

?On behalf of the Valley Community School staff, I would like to thank you for taking the time to look at the information contained in our School Accountability Report Card (SARC) for the 2023-24 school year. It is our hope that the information contained in this report will show you understand the type of program that we have here at our school. Much of the information in this report is provided by the California Department of Education (CDE). The remainder of the information is provided by the school itself. The information contained in this report reflects the accumulation of all of the available data for the given year.

?Valley Community School is a primarily Independent Study program that serves students throughout Merced County. The Independent Study program serves students in one of three locations: Atwater Valley Community School, Los Banos Valley Community School, and the Wardrobe Educational Center in Merced. The school also provides one classroom-based option for expelled or probation-referred youth. That class is located at the Wardrobe Educational Center as well. Valley Community School Merced promotes the MCOE Student Programs Mission

statement of "To nurture, inspire and lead through innovative and unique experiences". The school provides a learning model for a diverse group of students who choose this method of learning. The collaboration of staff and students helps with the development of Individual Learning Plans that will guide students through a course of study to achieve their high school diploma. Using students' strengths and backgrounds, we wish to equip students with those schools necessary for success after high school.

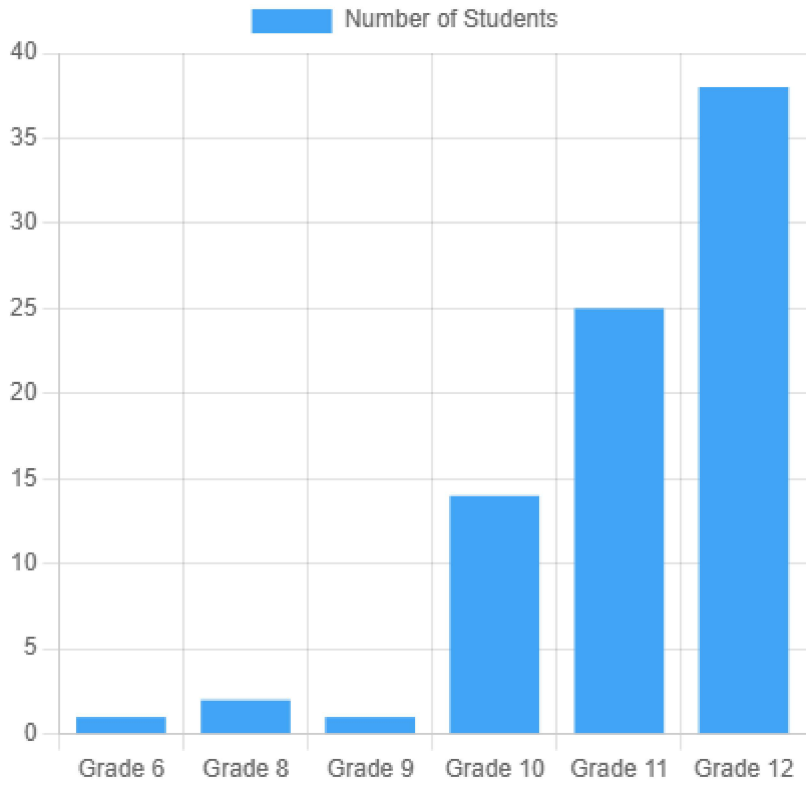
Educational Services Student Programs Vision: To lead, inspire, and nurture through innovative and unique experiences in a safe learning environment.

Educational Services Student Programs Mission: Student Programs is committed to the success of every student.

Valley Community School Mission: The mission of Valley Community School is to provide a safe and encouraging atmosphere where staff, students, family, and community members work together to create a learning environment where all participants develop a desire for personal growth and life-long learning.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	1
Grade 8	2
Grade 9	1
Grade 10	14
Grade 11	25
Grade 12	38
Total Enrollment	81



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	43.20%
Male	56.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	8.60%
Filipino	0.00%
Hispanic or Latino	81.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.50%
White	7.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.60%
Foster Youth	2.50%
Homeless	11.10%
Migrant	0.00%
Socioeconomically Disavantaged	98.80%
Students with Disabilities	18.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	62.50%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	37.50%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	8.00	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	80.22%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	19.78%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	8.20	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	76.34%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	23.55%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	9.30	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.00	1.60	2.1
Total Out-of-Field Teachers	3.00	1.60	2.1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Primary: Edmentum Supplemental: Apex	0
Mathematics	Primary: Edmentum Supplemental: Apex	0
Science	Primary: Edmentum Supplemental: Apex	0
History-Social Science	Primary: Edmentum Supplemental: Apex	0
Foreign Language	Primary: Edmentum Supplemental: Apex	0
Health	Primary: Edmentum Supplemental: Apex	0
Visual and Performing Arts	Primary: Edmentum Supplemental: Apex	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The most recent FIT Report was completed in December 2024 by the Custodial Supervisor. The overall rating for Valley Merced Community School is "Fair." A rank of "Good" was received in Systems, Electrical, Restrooms, and Structures. A rank of "Fair" was received in Safety and External A rank of "Poor" was received in Interior and Cleanliness.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs/adjustments needed: Multiple ceiling tiles not seated properly, wallboard covering torn, pallet blocking exit door, broken blinds, loose toilet seats & some toilet seats cracked and broken
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Repairs/adjustments needed: multiple ceiling tiles stained, dead bugs in light fixtures, vents are dirty, sinks are dirty, dirty under bleachers, door, window sills dirty
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Repairs/adjustments needed: fire extinguisher door broken, fire extinguisher tag not signed
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repairs/adjustments needed: Dirty under bleachers

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	6%	4%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	23	35.94%	64.06%	4.35%
Female	27	8	29.63%	70.37%	--
Male	37	15	40.54%	59.46%	6.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	19	42.22%	57.78%	5.26%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	2	16.67%	83.33%	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	60	22	36.67%	63.33%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	24	37.50%	62.50%	0.00%
Female	27	8	29.63%	70.37%	--
Male	37	16	43.24%	56.76%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	20	44.44%	55.56%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	2	16.67%	83.33%	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	60	23	38.33%	61.67%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	1.10%	0.00%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	39	81.25%	18.75%	0.00%
Female	25	21	84.00%	16.00%	0.00%
Male	23	18	78.26%	21.74%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	36	31	86.11%	13.89%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	35	81.40%	18.60%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	8	72.73%	27.27%	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Due to the nature of this non-classroom-based school, students are offered to participate in CTE courses at other nearby schools if there are openings.

Career Technical Education (CTE) Participation (School Year 2023–24)

Due to the nature of this non-classroom-based school, students are offered to participate in CTE courses at other nearby schools if there are openings.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	20.51%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	83.3%	100%
9	100%	71.4%	100%	85.7%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parents are encouraged to join School Site Council, English Language Learner Advisory Committee and participate in LCAP meetings. Teachers meet individually with parents and students to develop a course of study and review parent/student responsibilities. The school uses Parent Square to continually keep parents/students updated. The Principal has an open door policy encouraging parents to take an active role in their child's education.

State Priority: Pupil Engagement

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

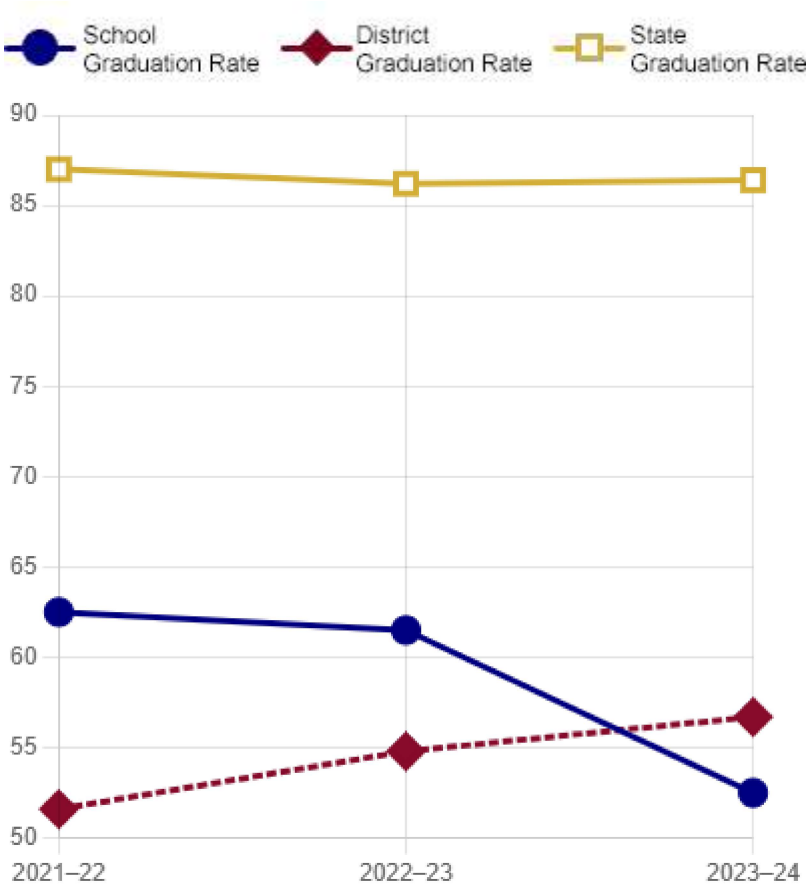
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

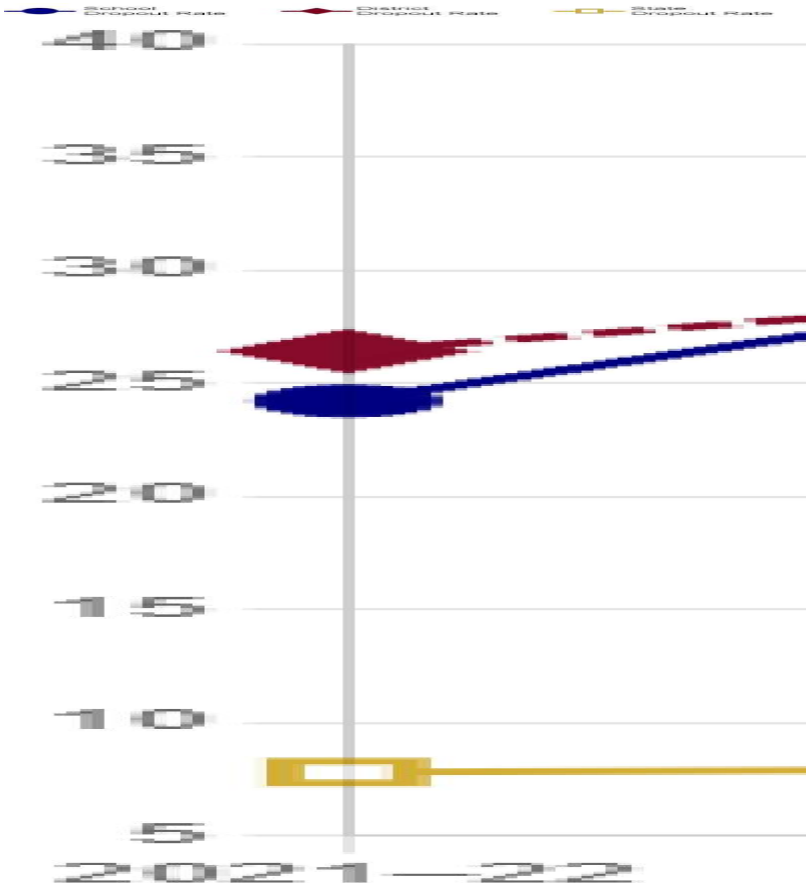
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	62.5%	61.5%	52.5%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	24.2%	37.8%	32.2%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	31	52.5%
Female	26	13	50.0%
Male	32	18	56.3%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	48	26	54.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	18	4	22.2%
Socioeconomically Disadvantaged	58	31	53.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	9	69.2%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	173	131	90	68.7%
Female	74	55	35	63.6%
Male	98	75	54	72.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	102	69	67.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	16	11	68.8%
English Learners	16	11	8	72.7%
Foster Youth	--	--	--	--
Homeless	15	--	--	--
Socioeconomically Disadvantaged	169	128	88	68.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	23	14	60.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	1.20%	0.00%	4.05%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.05%	0%
Female	2.7%	0%
Male	4.08%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	7.14%	0%
Filipino	0%	0%
Hispanic or Latino	3.85%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	4%	0%
English Learners	6.25%	0%
Foster Youth	0%	0%
Homeless	6.67%	0%
Socioeconomically Disadvantaged	4.14%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The VCS Merced School Site Council approves updates to the plan at the meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. VCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	1.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	3		
Mathematics	2.00	2		
Science	4.00	1		
Social Science	2.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	3	0	0
Mathematics	7.00	2	0	0
Science	6.00	2	0	0
Social Science	4.00	3	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	3		
Mathematics	5.00	2		
Science	5.00	2		
Social Science	4.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	270

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20903.00	$5521.00	$15382.00	$96718.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	36.84%	20.79%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	35.27%	--

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

Types of Services Funded (Fiscal Year 2023–24)

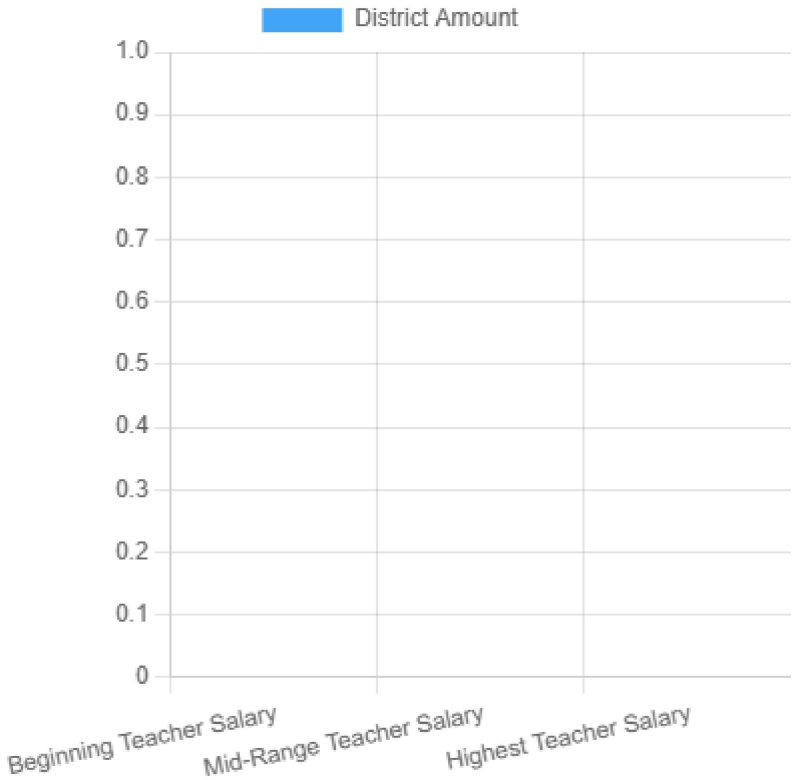
VCS Merced provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources that support and assist students.
Some services are contracted through the LEA, the Merced County Office of Education.

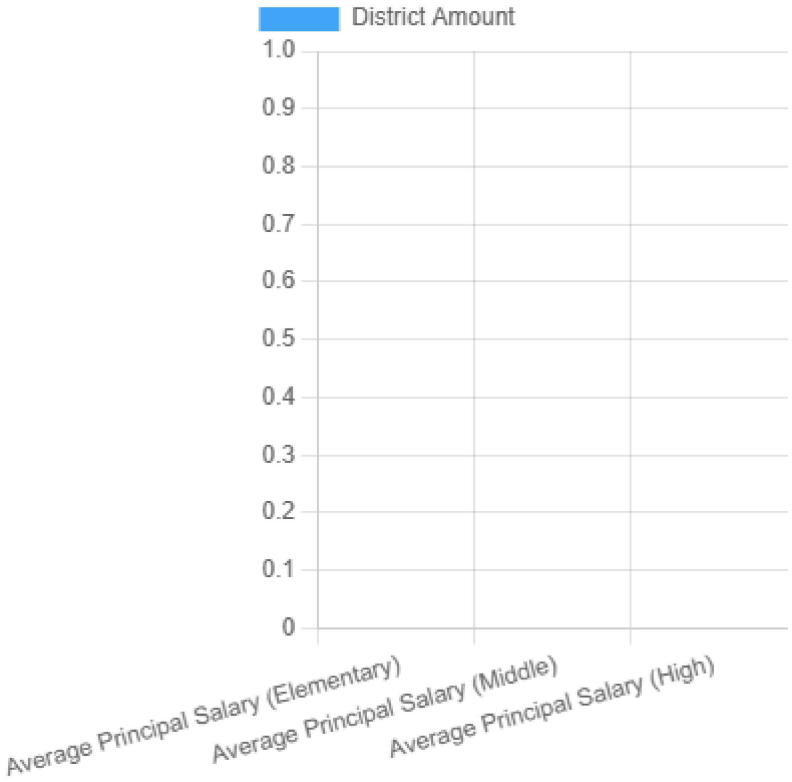
Some of the services include: Tutoring, Leadership and community service opportunities, Employability portfolio workshops, counseling/mentoring through school psychiatrists and youth engagement specialists, Academic counseling services, Special Education support, Technology Support, Career Technical Education

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.




District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

MCOE provides staff with regular opportunities for training and professional development. The table shows the cumulative days, including partial days, dedicated to professional development. Each year, staff is provided three days of training through school inservice and the additional partial days are for professional development every Thursday afternoon. The total hours dedicated to training on Thursday afternoons amounts to 7 additional days of professional development for staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

Merced County Juvenile Court

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	2840 West Sandy Mush Rd. Merced, CA , 95340	**Principal:**	Mr. Robert Pierce, Principal
Phone:	(209) 381-4528	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mr. Robert Pierce, Principal

Principal, Merced County Juvenile Court

About Our School

Principal: Robert Pierce

Vice Principal: Kristen Concepcion

Contact

Merced County Juvenile Court
2840 West Sandy Mush Rd.
Merced, CA 95340

Phone: (209) 381-4528
Email: rpierce@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

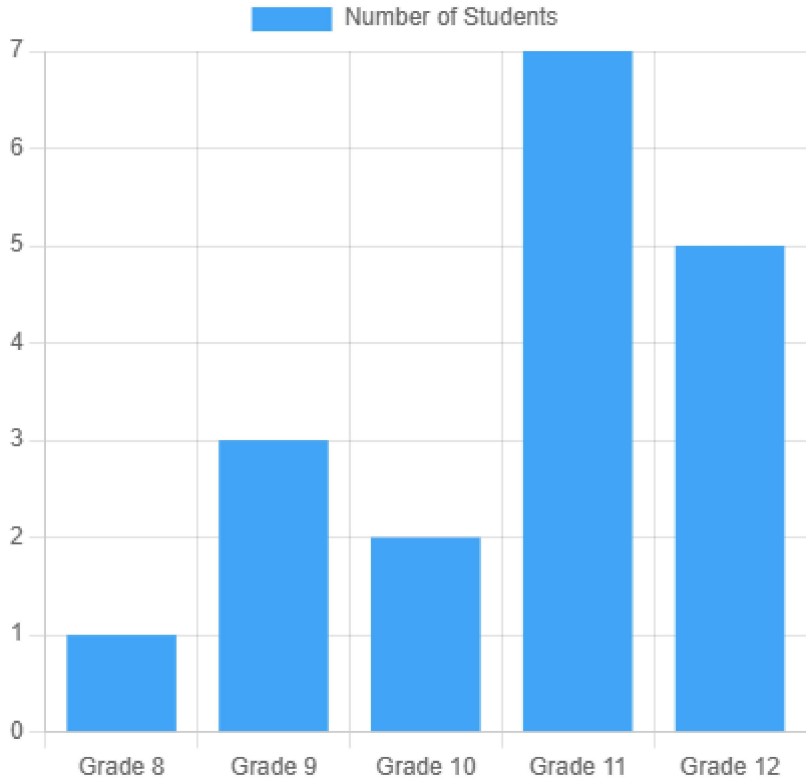
School Name	Merced County Juvenile Court
Street	2840 West Sandy Mush Rd.
City, State, Zip	Merced, CA , 95340
Phone Number	(209) 381-4528
Principal	Mr. Robert Pierce, Principal
Email Address	rpierce@mcoe.org
Website	www.mcoe.org
Grade Span	K-12
County-District-School (CDS) Code	24102492430056

School Description and Mission Statement (School Year 2024–25)

The Merced County Court School operates in the Iris Garrett Juvenile Justice Complex. Merced County Probation and the Merced County Office of Education work collaboratively to provide students with a Free and Appropriate Public Education that meets all requirements of the California Title 15 Standards for Juvenile Facilities and California Education Code 1370. The Merced County Juvenile Court School promotes the MCOE Student Program mission statement of " To nurture, inspire and lead through innovative and unique experiences". The school is located in the Iris Garrett Juvenile Justice Complex operated by the Merced County Probation Department. The school is required to comply with California Education Code 1370, Title 15 Standards for Juvenile Detention Centers per the State of California Board of State and Community Corrections.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 8	1
Grade 9	3
Grade 10	2
Grade 11	7
Grade 12	5
Total Enrollment	18



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	16.70%
Male	83.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	27.80%
Filipino	0.00%
Hispanic or Latino	72.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.30%
Foster Youth	5.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	100.00%
Students with Disabilities	33.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	14.50%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	85.25%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	4.00	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	1.46%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	49.27%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	48.78%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	2.00	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	46.00%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	53.00%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	1.00	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.40	1.00	0.5
Total Out-of-Field Teachers	3.40	1.00	0.5

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	72.7%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Apex Learning Digital Curriculum	0
Mathematics	Apex Learning Digital Curriculum	0
Science	Apex Learning Digital Curriculum	0
History-Social Science	Apex Learning Digital Curriculum	0
Foreign Language	Apex Learning Digital Curriculum	0
Health	Apex Learning Digital Curriculum	0
Visual and Performing Arts	Apex Learning Digital Curriculum	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Merced County Juvenile Court School is housed in a safe, clean, and adequate facility. Having the support of the Merced County Probation Department provides for a fast response if issues with the facility should arise.

The school works to improve safety and security on-site. Video surveillance and locked doors ensure that visitors have limited access to various parts of the facility and must check in with the guard and pass through a metal detector prior to accessing the school.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	There are water-stained ceiling tiles. There are chips to the counter at the sink with sharp edges. Probation will be notified.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Two fire extinguishers are needing to be serviced. Probation will be notified.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	0%	--	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	0%	--	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	--				
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--				
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	--				
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--				
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	--		2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	--				
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	--				
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

In 2023-2024, Juvenile Court Schools did not offer any CTE courses.

Contact: Janice Rogge/Coordinator

MCOE Regional Occupational Program (ROP)/Career Technical Education (CTE)

632 W. 13th Street, Building B Merced, CA 95341 Office: (209) 381-6789

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	94.12%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	100%	80%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Parents are invited to attend School Site Council and Title I meetings. The Principal meets parents prior to their court meetings to discuss the school structure and need for parent involvement. Parents are invited and encouraged to participate in multi-disciplinary and child family team meetings to discuss student educational progress and transition plans for release.

State Priority: Pupil Engagement

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

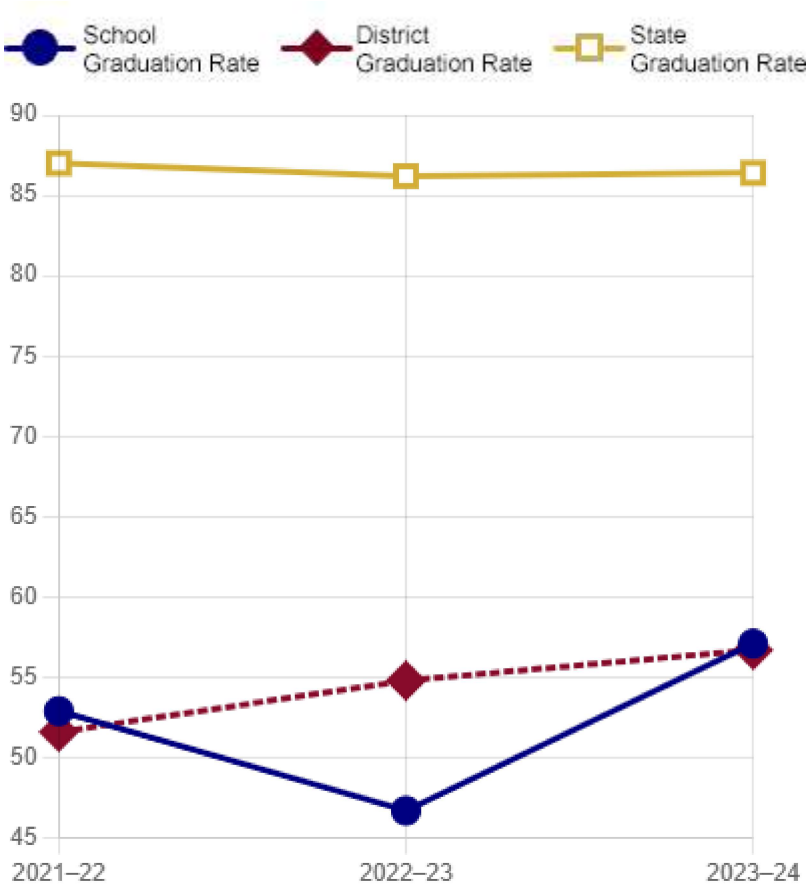
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

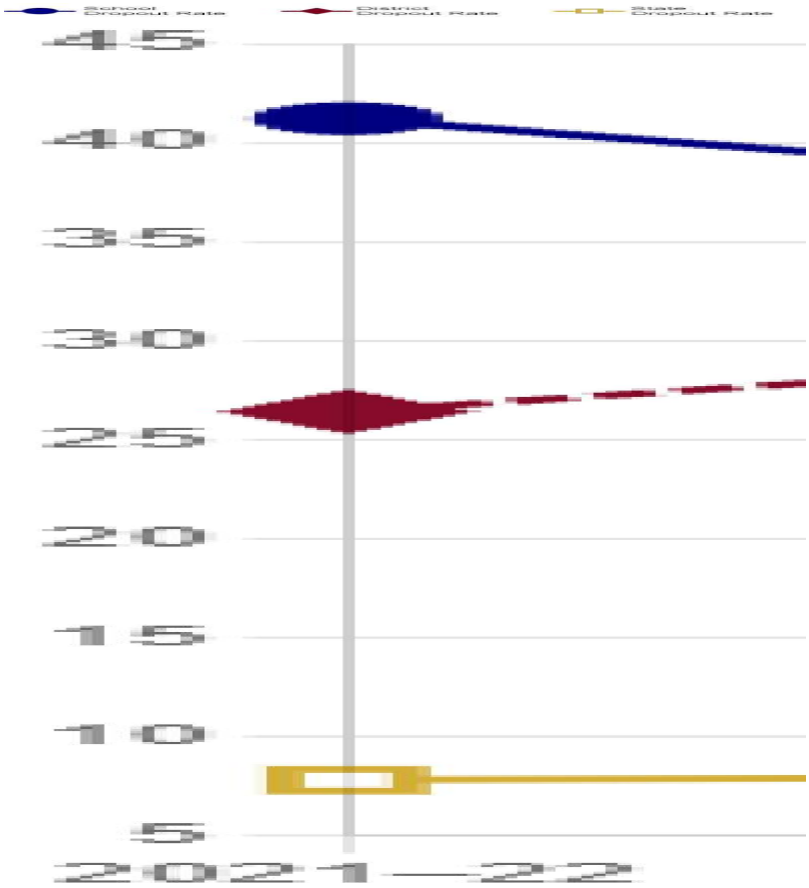
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	52.9%	46.7%	57.1%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	41.2%	33.3%	21.4%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	8	57.1%
Female	--	--	--
Male	13	8	61.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	11	6	54.5%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	14	8	57.1%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	139	46	2	4.3%
Female	26	--	--	--
Male	112	38	2	5.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	23	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	38	1	2.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	27	12	0	0.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	139	46	2	4.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	5.66%	21.38%	12.95%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.95%	0%
Female	15.38%	0%
Male	12.5%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	21.74%	0%
Filipino	0%	0%
Hispanic or Latino	13%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	18.52%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	12.95%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	13.79%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Merced County Juvenile Court School operates in the Iris Garrett Juvenile Justice Center which is operated by the Merced County Probation Department. The school follows all safety protocols set by Merced County Probation. The school safety plan is reviewed and approved in February of each year by the School Site Council.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.00	4		
Mathematics	6.00	4		
Science	5.00	4		
Social Science	5.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	9	0	0
Mathematics	6.00	4	0	0
Science	1.00	4	0	0
Social Science	3.00	9	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	5		
Mathematics	4.00	4		
Science	2.00	5		
Social Science	2.00	7		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	60

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15630.00	$3251.00	$12378.00	$52648.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	15.51%	-39.42%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	13.89%	--

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

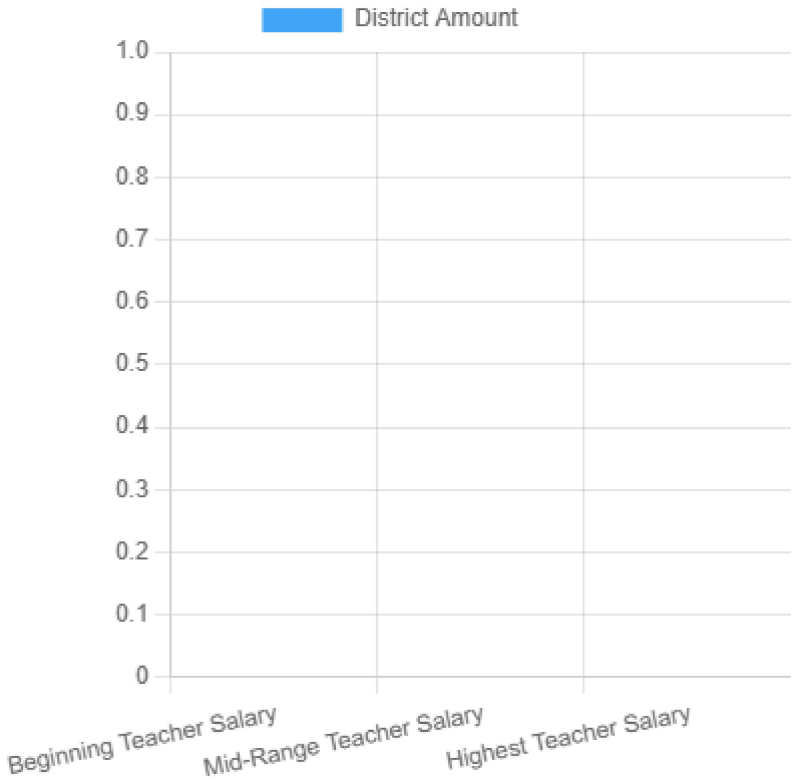
Types of Services Funded (Fiscal Year 2023–24)

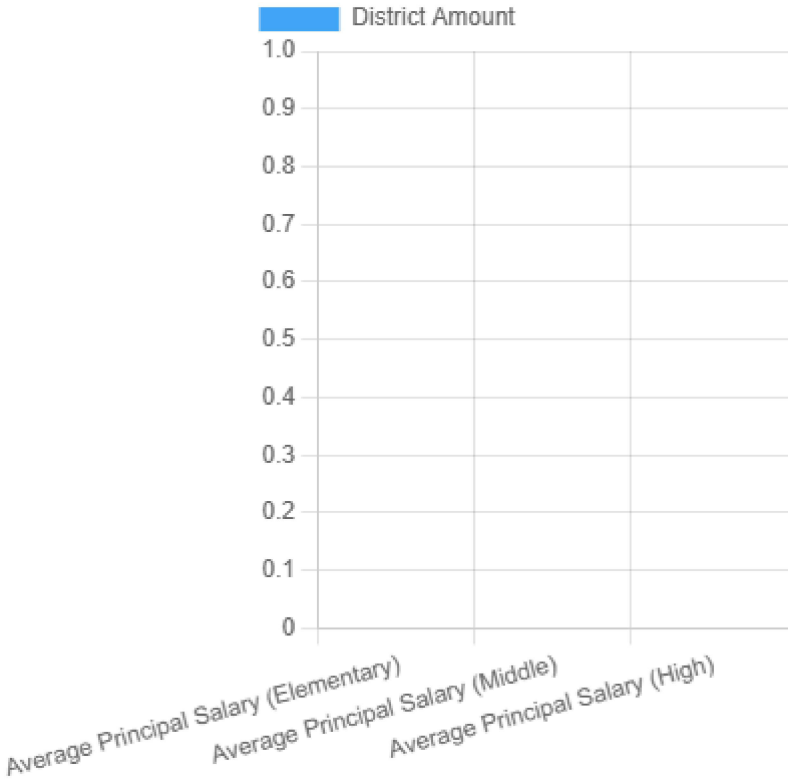
Categorical funds pay for enrichment supplies that supplement those materials provided by general funds. Funding is also allocated for support and transitional services, including a Bilingual Instructional Aide position. Funding allocations are based on identifying priorities that are based on data and research. Funds are also used for staff development in the form of workshops, conferences, and curriculum development. The school counselor is available to meet with students regarding their academic needs and progress. Students also have access to Merced County mental health counselors and physical wellness support.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.




District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

MCOE provides staff with regular opportunities for training and professional development. The table shows the cumulative days, including partial days, dedicated to professional development. The staff is provided four days of training throughout the school year due to the year-round calendar and bell schedule. The teaching staff will be offered to attend trainings/conferences to improve skills in the classroom during our outside of the school calendar.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	4	10

Merced Scholars Charter

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	1850 Wardrobe Ave., Bldg. H Merced, CA , 95341-6407	**Principal:**	Mrs. Crystal Sousa, Principal
Phone:	(209) 381-4550	**Grade Span:**	K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Crystal Sousa, Principal

Principal, Merced Scholars Charter

About Our School

Contact

Merced Scholars Charter
1850 Wardrobe Ave., Bldg. H
Merced, CA 95341-6407

Phone: (209) 381-4550
Email: csousa@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Merced Scholars Charter
Street	1850 Wardrobe Ave., Bldg. H
City, State, Zip	Merced, CA , 95341-6407
Phone Number	(209) 381-4550
Principal	Mrs. Crystal Sousa, Principal
Email Address	csousa@mcoe.org
Website	https://mcoe.org/mercedscholars
Grade Span	K-12
County-District-School (CDS) Code	24102490106518

School Description and Mission Statement (School Year 2024–25)

Merced Scholars Charter School serves students from Merced and adjacent counties. The school was formed in 2004 to meet the need for a secondary nonclassroom-based (NCB) program. In 2006, the school program was expanded to include middle school. In 2019, MSCS was approved as a full K-12 program, which includes transitional kindergarten (TK) as well and now offers a full TK-12NCB program. In 2022, MSCS added a classroom-based dual language immersion(DLI) program. The DLI program began operation in August of 2022 with TK through first-grade students in either a Hmong/English or Spanish/English track. The school operates out of two facilities in the county. The NCB program for grades 3 through 12 is located at the Atwater Education Center while the NCB program for grades TK through 2 and the DLI program are housed at the MercedEducation Center.

Whether it is in the NCB or DLI programs, MSCS is designed for students striving for academic excellence. In the NCB program, MSCS provides a unique blend of homeschool/independent study instruction combined with on-site classes and support. Our hybrid personalized learning program allows students and parents

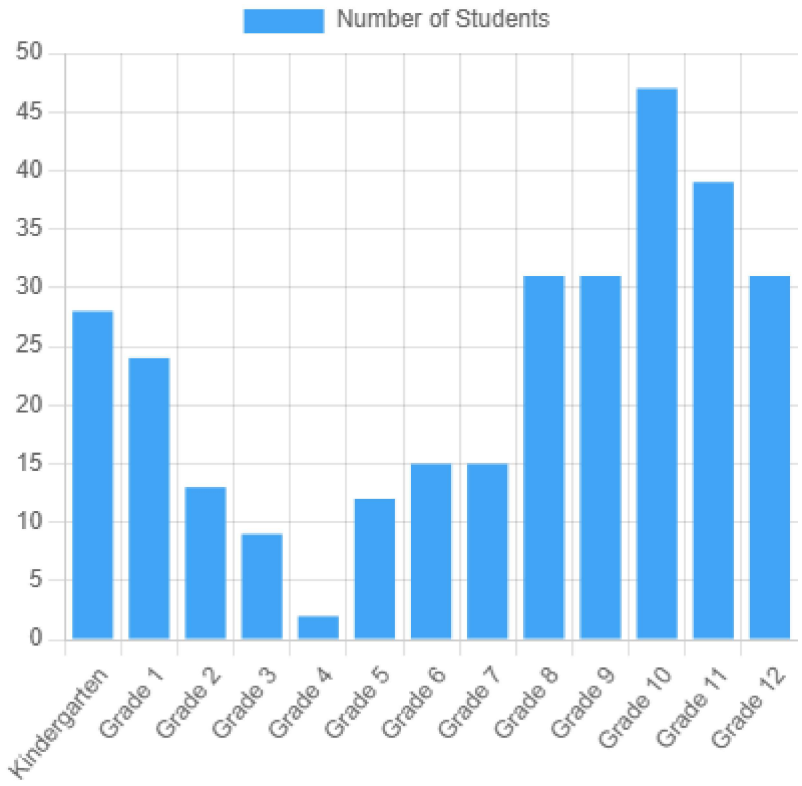
the flexibility of attending school as little as once a week to receive individualized instruction from a credentialed teacher. MSCS provides onsite services such as classes, workshops, and tutoring. For onsite classes, students are able to take courses in core subjects such as math and science along with Career Technical Education (CTE) courses in information technology, marketing, and business.
In the DLI program, students are attending school on a daily basis. The instructional time in the classroom is split between teaching content in English and teaching content in Spanish or Hmong. The instructional model used by the DLI program is the 50/50 model in which half of the instructional time is spent in the native language and the other half of the time spent in the partner language. This model will allow students to gain fluency in two languages by the sixth grade. This program is the first of its kind in the city of Merced and will continue to grow until it becomes a complete TK through 6 program.
For our high school students, MSCS offers courses to meet the a-g UC/CSU requirements. While MSCS does not offer AP courses, students are able to take courses at Merced College. Through our partnership with the college, students can attain high school credit along with gaining college units. Students can utilize this opportunity to complete their a-g requirements, explore other educational/career interests, or get ahead in their pursuit of college. Beginning in the 2022-23 school year, students can now take dual enrollment courses with Merced College.
Whether is it deciding on a career or learning about new cultures, MSCS students have opportunities to partake in school events on-site and on field trips that include both an academic and social component. Experiential learning is a critical part of the MSCS program and in the development of the whole child.
VISION STATEMENT Merced Scholars Charter School provides the most diverse and individualized program to students of all backgrounds in order to develop them into responsible and productive citizens.
MISSION STATEMENT Merced Scholars Charter School will provide a personalized, versatile, agile program that is responsive to evolving community and global needs; thereby preparing students to become successful, responsible, and contributing citizens who read, write, communicate, and calculate with clarity and accuracy, using current technologies and resources.
MSCS offers a variety of instructional strategies, including the use of technology and the Internet, to support academic and elective courses. We are committed to a collaborative culture between parents, staff, and community partners while providing students with rigorous and quality curriculum and guidance in their academic and social/emotional development. Merced Scholars is authorized by the Merced County Office of Education (MCOE) and is accredited by the Western Association of Schools and Colleges.
EDUCATIONAL PHILOSOPHY
We believe:
• Merced Scholars must strive to meet or exceed the academic standards set forth by the State of California.
• Every child is capable of excelling in a safe and welcoming learning environment.
• Instruction should be adapted to meet the needs of each student.
• Parental involvement is a necessary component to the success of a child's

overall educational growth and well-being.
• Dedicated staff, parents, and students should work as a cohesive unit to foster a love of learning and a commitment to responsible global citizenship.
• Parents and educators must value partnerships with businesses and the community at large.
• Students who take ownership of their education will be life-long learners.
• Education must include academic, personal, and social/emotional development . • Students must be provided with the tools to understand lifelong decision-making
. • Schools must practice sound management of business operations.

Student Enrollment by Grade Level (School Year 2023–24)

Families interested in a personalized learning environment for their child enroll their student at MSCS. The table below displays the number of students enrolled in each grade level at our school during the 2022-23 school year.

Grade Level	Number of Students
Kindergarten	28
Grade 1	24
Grade 2	13
Grade 3	9
Grade 4	2
Grade 5	12
Grade 6	15
Grade 7	15
Grade 8	31
Grade 9	31
Grade 10	47
Grade 11	39
Grade 12	31
Total Enrollment	297


Number of Students
50
45
40
35
30
25
20
15
10
5
0
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Student Enrollment by Student Group (School Year 2023–24)

The percentages in the table below represent the number of students enrolled at the school who are identified as being in a particular group. Group includes students of a particular ethnicity as well as those who are considered socioeconomically disadvantaged, English learners, or students with disabilities.

Student Group	Percent of Total Enrollment
Female	58.90%
Male	41.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	3.40%
Black or African American	2.40%
Filipino	0.70%
Hispanic or Latino	79.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.40%
White	11.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.10%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	89.20%
Students with Disabilities	15.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	20.22%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	3.83%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	59.56%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	1.10	16.12%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	7.30	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	17.58%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	25.36%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.30	53.59%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.40	3.38%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	11.80	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.20	29.34%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	2.40	13.70%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	11.65%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.00	33.50%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	2.10	11.70%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	18.00	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	1.00	0.2
Misassignments	0.20	2.00	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	3.00	2.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.30	6.30	6
Total Out-of-Field Teachers	4.30	6.30	6

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.90%	13.8%	16.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

The following tables display information about the quality, currency, and availability of the standards aligned textbooks and other instructional materials used at the school and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Merced Scholars ensures every student has a standards-aligned textbook, online curriculum, and/or access to additional materials used at the school.

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All of our students use Calvert orEdmentum online curriculum. Everystudent is able to check out a computeror wifi device if needed.	0
Mathematics	Calvert or Edmentum online curriculum. Zearn Math is used as a supplemental.	0
Science	Calvert or Edmentum online curriculum.	0
History-Social Science	Calvert or Edmentum online curriculum.	0
Foreign Language	Calvert or Edmentum online curriculum.	0
Health	Calvert or Edmentum online curriculum.	0
Visual and Performing Arts	Calvert or Edmentum online curriculum.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Merced Scholars Charter School (MSCS) has facilities in the city of Merced and Atwater. The facility in Merced, known as the Merced CountyOffice of Education (MCOE) Education Center, houses the non-classroom based students in grades TK through 2 as well as the new dual language immersion (DLI)program for students in grades TK through 1. At the Atwater facility, known as the Atwater Education Center, the nonclassroom-based students in grades 3 through 12 are located there. Both locations provide MSCS with safe, clean, and adequate facilities. Having the support of the MCOE Maintenance and Operations department provides for a fast response if issues should arise. For this reason, MSCS scores at good to exemplary each year on the Facility Inspection Tool (FIT)Report.

The facilities available to MSCS offer students the opportunities to engage in 21st century and hands-on learning. The Atwater facility has several technology classrooms, that allow students to utilize the latest design and production equipment. Each site has a media room complete with green and blue screens for full video productions. The room is supported by the MCOE television station known as METV and students in Creative Marketing or through workshops at the Atwater facility have the opportunity to utilize this lab with their instructors. The maker space in Atwater, known as the Fab Lab, has been intertwined with the business and marketing classes. Students regularly utilize the tools, such as 3D printers, laser cutter, and vinyl machines, available in the lab for these classes. The Technology, Robotics, and Coding classroom, known as the TRC Lab, incorporates robotics, programming, and a robotics competition arena.

Safety is always an important and ongoing concern as well. Both sites are supported by video surveillance and locked gates to ensure visitors have limited access to various parts of the facility and must check in prior to accessing the school. Because of the pandemic, MSCS implemented and has maintained other safety measures to mitigate the spread of any viral outbreaks. Personal Protective Equipment (PPE) such as gloves and masks are available for all staff and visitors. Hand sanitizing dispensers are located throughout the facility and at multiple locations in some classrooms. MSCS continues to stay vigilant to help continue supporting our staff, students, and families while maintaining the safest environment possible.

While MSCS has adequate and well-equipped facilities, we continue to look at ways to improve our space and the utilization thereof. As MSCS continues togrow, the school is looking at opportunities to acquire more space. This will allowstudents and their families to have more supports in the way of tutoring,workshops, support classes, and college and career readiness courses.

Additional safety measures were added the previous year and continue to expand over the next several focus on students' social and emotional well-being. Support in the form of counselors, family liaisons, and social/emotional support specialists have been added and will continue to grow to provide students a safe and comforting environment. Through the Community Schools Grant, MSCS would like to add wellness centers to support the whole child, including support for family members.

The most recent FIT Report was completed in December 2024 by the Custodial Supervisor. The overall rating for Merced Scholars Charter School is "Fair." A rank of "Good" was received in Systems, Restrooms, Structures, and External. A rank of "Fair" was received in Cleanliness and Safety. A rank of "Poor" was received in Interior and Electrical.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Curtains broken, lights out, ceiling tile stains, missing light covers, carpet stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Floorboards and vents dirty
Electrical: Electrical	Poor	Electrical panel blocked with boxes, chargers left plugged into surge protector unused, coffee pot, microwave, and refrigerator plugged into surge protectors, floor stains under bleachers, floor outlet damaged
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One sink missing a handle, broken soap dispenser
Safety: Fire Safety, Hazardous Materials	Fair	Fire extinguisher missing a sign, fire extinguisher tag not signed, gas sign need to be replaced, gas cabinet has broken lock, PIV in the rear is blocked.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds,	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	30%	36%	9%	11%	46%	47%
Mathematics (grades 3-8 and 11)	10%	5%	3%	3%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	131	94.24%	5.76%	35.88%
Female	82	76	92.68%	7.32%	35.53%
Male	57	55	96.49%	3.51%	36.36%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	113	109	96.46%	3.54%	38.53%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	16	80.00%	20.00%	25.00%
English Learners	13	13	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	121	116	95.87%	4.13%	36.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	11.54%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	132	94.96%	5.04%	5.34%
Female	82	78	95.12%	4.88%	2.60%
Male	57	54	94.74%	5.26%	9.26%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	113	109	96.46%	3.54%	4.63%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	17	85.00%	15.00%	11.76%
English Learners	13	13	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	121	116	95.87%	4.13%	6.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	26	26	100.00%	0.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	16.52%	12.82%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	117	95.90%	4.10%	12.82%
Female	70	68	97.14%	2.86%	7.35%
Male	52	49	94.23%	5.77%	20.41%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	102	100	98.04%	1.96%	13.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	15	12	80.00%	20.00%	16.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	98	95	96.94%	3.06%	13.68%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	23	100.00%	0.00%	4.35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

MSCS offers several Career Technical Education (CTE) courses. The school offers ten CTE classes in four available pathways: Business Management, Marketing, Truck Driving, and Automotive. Each pathway has one entry-level class(concentration) along with a second-year class (capstone). These courses provide students with courses and knowledge to succeed in their postsecondary education and careers. Students who participate in at least one CTE class will develop job and career skills to better prepare them for attaining entry level work. However, students who can complete a pathway will be prepared to enter a job or career in the industry sectors of Information and Communication Technologies, Business and Finance, or Marketing, Sales, and Services.
MSCS works closely with the College and Career Program under the Educational Services Department. Specifically, the Merced County Regional Occupational Program (ROP) provides the CTE instructors for the courses taught at MSCS. In addition, other ROP courses throughout the county are also available to students on other school campuses should students be interested and willing to attend those classes. The ROP program supports business and industry collaboration through the annual advisory committee meeting. In addition, MSCS holds advisory committee meetings with local industries for its specific pathways.
MSCS has emphasized the importance of students being both college and career-ready. This can be seen in the school's revised graduation requirements that require students to either complete a CTE pathway or at least two semesters of college coursework. By incorporating these elements into the graduation requirements, MSCS will better prepare students for college and careers. These courses benefit from providing a collaborative and problem-solving environment for students in a nonclassroom-based setting. MSCS will work with the Merced County ROP program and outside service providers to incorporate even more career preparation opportunities into the school program.

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	84
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.65%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	21.88%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	76.5%	76.5%	76.5%	76.5%	76.5%
7	88.9%	88.9%	88.9%	88.9%	88.9%
9	87.1%	87.1%	87.1%	87.1%	87.1%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Because of the unique program offered by Merced Scholars Charter School, parents have various opportunities to support and be involved with the school and their child's education. From deciding whether the MSCS personalized learning model or dual language program is the appropriate placement for their child to working alongside of certificated staff in the education of their children, MSCS parents are fully integrated into the learning process.
MSCS parents play a role in recommendations made to the authorizing agency of the school, the Merced County Office of Education, and the County Superintendent, Steve Tietjen, Ed.D. Parents do this by being active members on the Merced Scholars Advisory Board/School Site Council. The Advisory Board seeks new members annually. Parents may serve as parent member (if they have a currently enrolled student in the school) or as community members who wish to continue to make a difference in the school. Anyone interested in becoming an Advisory Board/School Site Council member should contact the school principal. Meetings are currently being held quarterly through a virtual platform.
Parental involvement is further encouraged through the annual update and implementation of school plans, including the school's Local ControlAccountability Plan (LCAP) which incorporates both the School Plan for Student Achievement (SPSA) and Western Association of Schools and Colleges (WASC)action items. Through all phases of the plan development refinement, the school provides several opportunities for families and the community to provide input and feedback on the school's performance and progress. This occurs through meetings (virtual or one-on-one or small group) and surveys administered throughout the year. Through this collaboration, all educational partners have a say in what the goals of the school should be that best meets the needs of our students in preparing them for their postsecondary success.

State Priority: Pupil Engagement

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

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

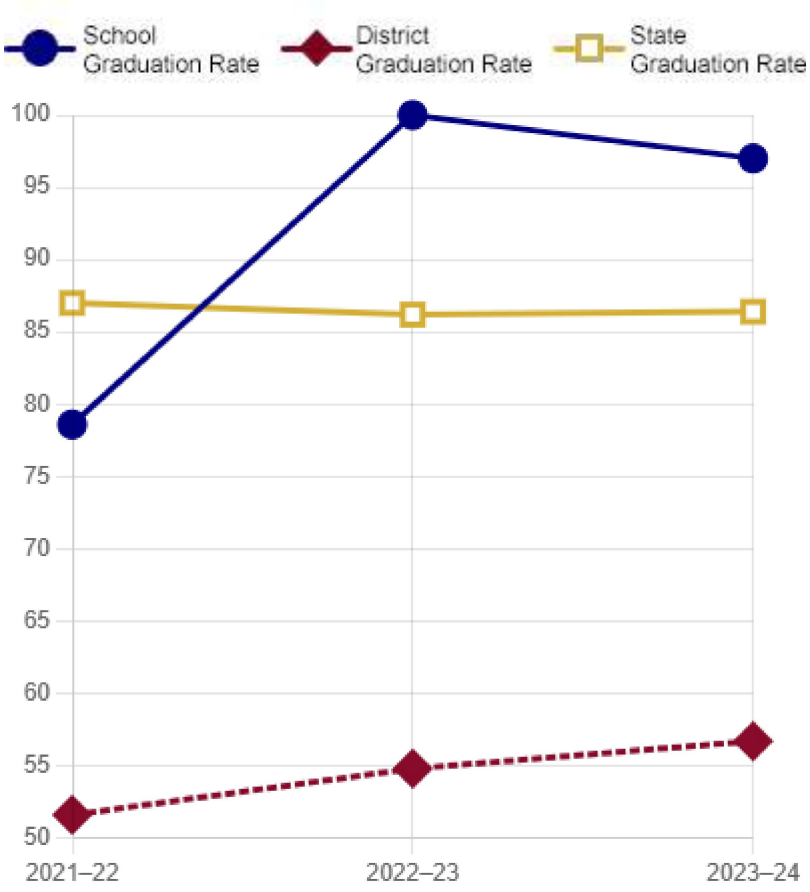
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

The graduation rate in 2017-18 changed significantly compared to prior years. This was due to the change in how the graduation rate is now calculated for schools. This change also affected the school's dropout rate in comparison to previous years. See the 2018-19 Data Element Definitions document for further information (see link below).

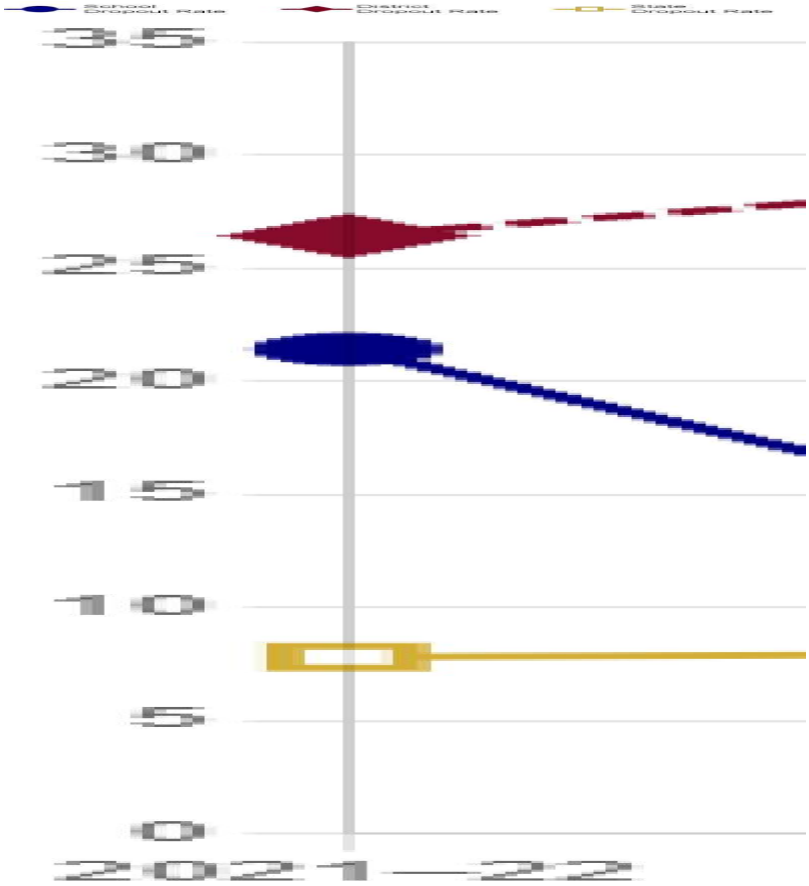
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	78.6%	100.0%	97.0%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	21.4%	0.0%	3.0%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	33	32	97.0%
Female	20	19	95.0%
Male	13	13	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	30	29	96.7%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0	0	0.00%
Socioeconomically Disadvantaged	30	29	96.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	360	45	12.5%
Female	233	216	34	15.7%
Male	160	144	11	7.6%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	0	0	0	0%
Asian	12	12	0	0%
Black or African American	8	8	2	25%
Filipino	2	2	0	0%
Hispanic or Latino	318	290	39	13.4%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	8	7	0	0%
White	44	40	4	10%
English Learners	35	28	3	10.7%
Foster Youth	5	4	1	25%
Homeless	7	5	3	60%
Socioeconomically Disadvantaged	356	325	42	12.9%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	68	67	8	11.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	2.21%	3.59%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The MSCS Advisory Board/School Site Council each year designates a school safety committee to review and approve updates to the plan each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder, or a catastrophic event. MSCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

MSCS is a personalized learning model where students meet one-on-one with their assigned certificated teacher for their learning session. In addition to the learning sessions, students enroll in support classes that are offered on site, such as CTE, mathematics, Leadership, and biology. There are also academic support labs on campus that students may participate in.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5	2.00	5		
6	9.00	11		
Other**	22.00	6	13	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

MSCS is a personalized learning model where students meet one-on-one with their assigned certificated teacher for their learning session. In addition to the learning sessions, students enroll in support classes that are offered on site, such as CTE, mathematics, Leadership, and biology. There are also academic support labs on campus that students may participate in.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	2	0	0
1	6.00	1	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	11.00	6	0	0
5	14.00	6	0	0
6	7.00	13	0	0
Other**	12.00	19	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

MSCS is a personalized learning model where students meet one-on-one with their assigned certificated teacher for their learning session. In addition to the learning sessions, students enroll in support classes that are offered on site, such as CTE, mathematics, Leadership, and biology. There are also academic support labs on campus that students may participate in.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	9		
1	8.00	2		
2	7.00	1		
3	3.00	12		
4				
5	2.00	2		
6	4.00	21		
Other**	10.00	20	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

The following shows the average class size and class size distribution for MSCS. Because MSCS is a nonclassroom-based program, the class size data may be misleading. Keep in mind that students are assigned by their personalized learning teacher to individual courses similar to how students would be assigned classes at a traditional school. Therefore, each teacher will have multiple classes listed under them in the master schedule showing a larger number of classes with far fewer students in each.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	38		
Mathematics	3.00	43		
Science	4.00	29		
Social Science	5.00	36		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

The following shows the average class size and class size distribution for MSCS. Because MSCS is a nonclassroom-based program, the class size data may be misleading. Keep in mind that students are assigned by their personalized learning teacher to individual courses similar to how students would be assigned classes at a traditional school. Therefore, each teacher will have multiple classes listed under them in the master schedule showing a larger number of classes with far fewer students in each.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	24	2	0
Mathematics	5.00	23	2	0
Science	5.00	17	1	0
Social Science	5.00	31	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

The following shows the average class size and class size distribution for MSCS. Because MSCS is a nonclassroom-based program, the class size data may be misleading. Keep in mind that students are assigned by their personalized learning teacher to individual courses similar to how students would be assigned classes at a traditional school. Therefore, each teacher will have multiple classes listed under them in the master schedule showing a larger number of classes with far fewer students in each.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	33	1	
Mathematics	5.00	33		
Science	6.00	21	1	
Social Science	5.00	30		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	148.5

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

Student Support Services Staff (School Year 2023–24)

MSCS has four Full Time Equivalent (FTE) classified support staff. The Bilingual Instructional Support Specialist provides services for those students labeled as English learners or who have be reclassified from that designation and supports the academic needs of other identified students. Other staff member(s) dedicated to the specific areas listed below are contracted through service agreements with other departments within the Local Education Agency (LEA), Merced County Office of Education. Those services include:

- Library Media Services
- Psychologist
- Nurse
- Resource Specialist

MSCS also contracts with Merced College to provide access to a college counselor that assists with college course placement. The college counselor assists students with enrolling in the proper courses in order to fulfill their a-g requirements.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16468.00	$2851.00	$13618.00	$74054.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	24.95%	-5.83%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	23.35%	--

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

Types of Services Funded (Fiscal Year 2023–24)

MSCS provides various services and supports so students can excel in their personal and academic growth. Services and supports are provided to support the development of the whole child, which includes a student's academic, social, and emotional well-being. Services are provided to students as determined by the Multi-Tiered System of Supports (MTSS) and range in scope to include universal(Tier I), targeted (Tier II), and intensive (Tier III) supports. Programs and services are provided at the school through the Local Control Funding Formula (LCFF)funds, federal funds, and categorical grants. Services are provided by full or part-time staff or contracted out to outside entities or through the LEA, the Merced County Office of Education.

•ELA support
•Math support
•Tutoring
•Social/emotional support
•Life skills workshops
•Leadership and community service opportunities
•Employability and career workshops
•School psychologist and counseling services
•Academic counseling services
•Special Education support
•Technology Support
•Dual enrollment support

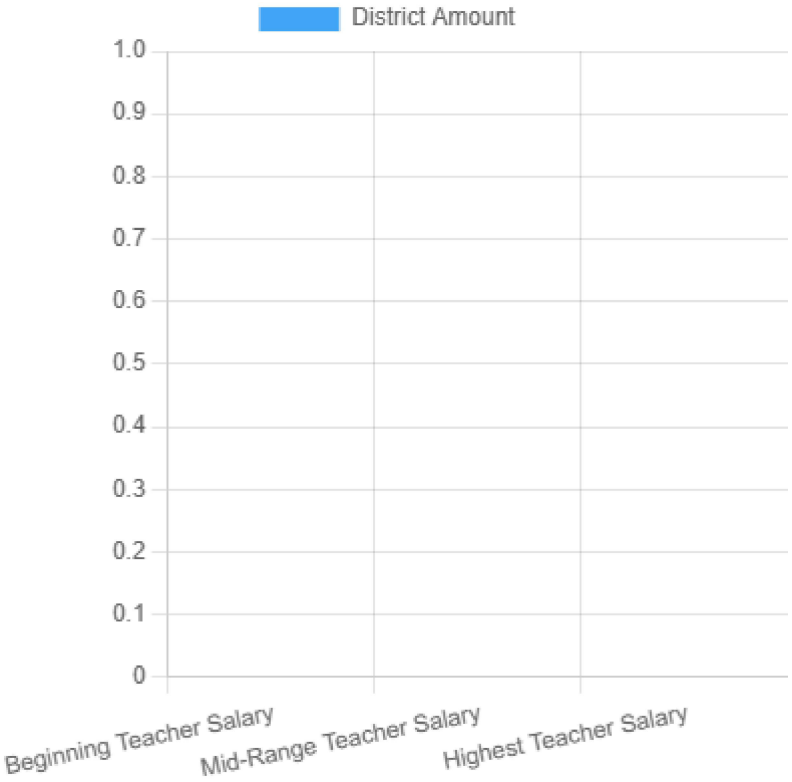
•Career Technical Education

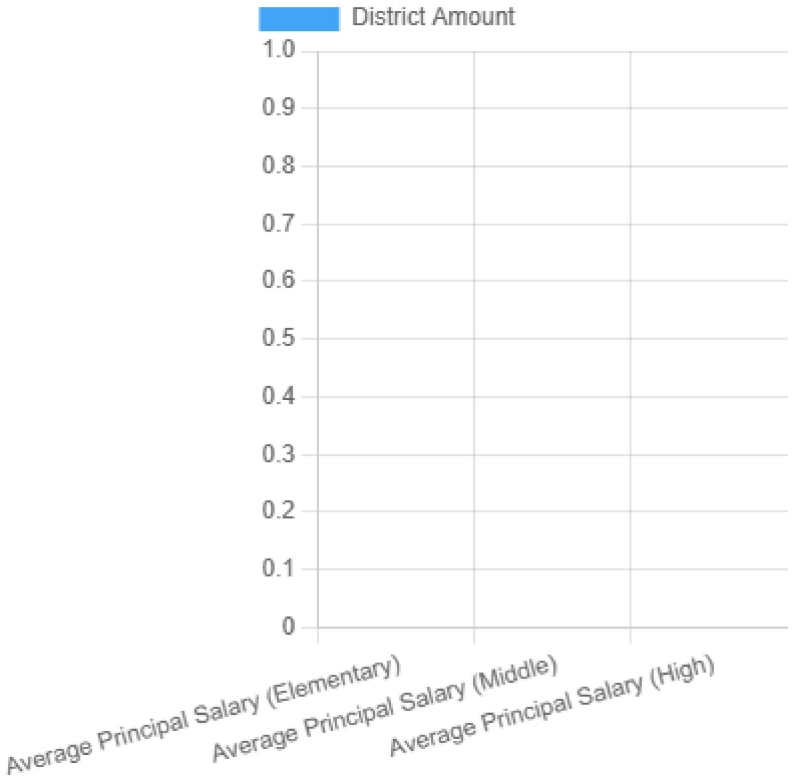
Teacher and Administrative Salaries (Fiscal Year 2022–23)

The law does not require COE's to report this data, per Ed. Code 41409.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

MSCS strives to provide staff with regular opportunities for training and professional development. The following data shows the cumulative days, including partial days, dedicated to professional development. Each year, staff is provided three days of training through school inservice and the additional partial days are for professional development every other Thursday afternoon. The total hours dedicated to training on Thursday afternoons amounts to four additional days of professional development for staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

Come Back Charter

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	350 West Yosemite Ave Merced, CA , 95348-3021	**Principal:**	Mr. Robert Pierce, Principal
Phone:	(209) 381-6025	**Grade Span:**	9-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mr. Robert Pierce, Principal

Principal, Come Back Charter

It is a privilege to serve as Principal of Merced Come Back Charter School. As principal of the adult school, I will remain committed to finding the highest quality building programs to help all our students accomplish their own educational goals. Merced Come Back Charter has a caring staff who STRIVE to help students grow as individuals and believe each student can be a success.

We will work together as a team to provide students with opportunities to explore and experience success. Our students' successes take place with the support of their family, school staff, and our community partners. We will continue to focus on the power of positive working relationships and giving students opportunities to not only reveal, affirm, and discover their inner wealth and personal strengths, but also to develop new skills to apply in school, in their future workplaces, and in their post-secondary educational endeavors.

Our goal is to work with students, their families, and the community to enable students to master the academic and social skills required to be successful as they progress towards their chosen careers or colleges. We want to help students navigate their teenage years, learn to think globally, and become critical thinkers who can solve real-world problems while being productive in their communities.

We look forward to working with you this year!

Sincerely,

Robert Pierce

Principal

Merced Come Back Charter School

About Our School

?My name is Robert Pierce, and this is my third year of being principal at the Merced Come Back Charter School. I was the former counselor at this school. ?

Contact

Come Back Charter
350 West Yosemite Ave
Merced, CA 95348-3021

Phone: (209) 381-6025
Email: rpierce@mcoe.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2024–25)

School Name	Come Back Charter
Street	350 West Yosemite Ave
City, State, Zip	Merced, CA , 95348-3021
Phone Number	(209) 381-6025
Principal	Mr. Robert Pierce, Principal
Email Address	rpierce@mcoe.org
Website	https://mcoe.org/comebackcharter
Grade Span	9-12
County-District-School (CDS) Code	24102490138032

School Description and Mission Statement (School Year 2024–25)

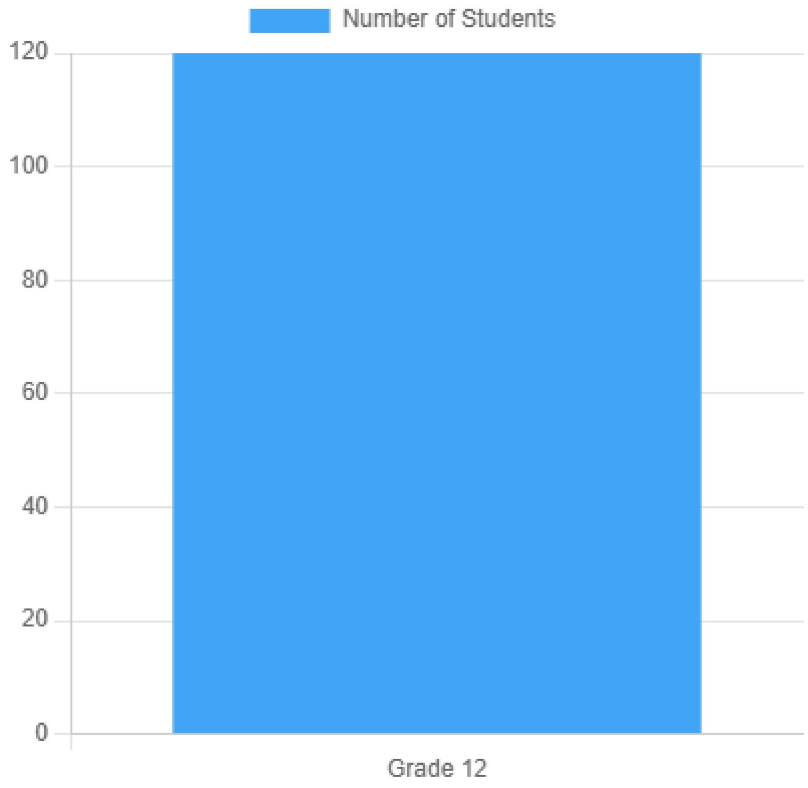
On behalf of the Come Back Charter School (CBCS) staff, I would like to thank you for taking the time to look at the information contained in our School Accountability Report Card (SARC) for the 2023-24 school year. It is our hope that the information contained in this report will show you the exceptional program that we have here at our school. Much of the information in this report is provided by the California Department of Education (CDE). The remainder of the information is provided by the school itself. The information contained in this report reflects the accumulation of all of the available data for the given year. CBCS staff and students believe in providing a program that will best prepare students for college and career training. We believe CBCS is doing this as stated in our vision. Our vision is "Transforming lives through exemplary education and employability training." We at CBCS strive to remove the barriers that have prevented our students from achieving their high school diplomas. The staff works hard to build connections with our students and to empower them to keep reaching for the next level. I, along with my staff, look forward to providing each and every student with the best educational experience possible. We want to ensure each student is "nurtured, served, and led with PRIDE."

Come Back Charter School (CBCS) was approved by the Merced County Board of Education in June of 2018. The school opened to students in September of 2018. CBCS was created to serve students who are 18 years of age or older and who have not yet earned their high school diploma. CBCS is an independent study adult program designed to provide students the flexibility to complete their work at home. Many students are working full-time jobs and raising families but want the opportunity to finish high school and achieve their high school diploma. The program at CBCS allows students to provide and support their families while seeking to achieve this goal. Along with earning their high school diploma, CBCS strives to prepare students for the workforce, college, or both. We partner with the Empower Program, which provides job training to adults 18 to 24 years of age. We also work with Worknet to provide similar services to all students 18 and over. In addition to this, CBCS is working on incorporating more career training options. Workshops are available to provide students with continued learning in career development and planning. We aim to prepare our students for job opportunities that can further their learning and abilities. CBCS is located at multiple sites, with its main location at the Merced County Office of Education (MCOE) Yosemite Complex. Other locations include the Wardrobe Education Complex in Merced, the Atwater Education Complex in Atwater, and a leased facility in the city of Los Banos. The Merced locations serve the greatest number of students.

Mission: Come Back Charter School is committed to providing alternative options for adults of all backgrounds, ages, and ability levels to earn a high school diploma.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 12	120
Total Enrollment	120



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	65.00%
Male	35.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.70%
Asian	1.70%
Black or African American	5.80%
Filipino	0.00%
Hispanic or Latino	71.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	17.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.30%
Foster Youth	0.00%
Homeless	0.80%
Migrant	0.00%
Socioeconomically Disavantaged	93.30%
Students with Disabilities	0.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00%	49.40	37.74%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.80	10.54%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.90	5.28%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	66.67%	21.20	16.21%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	33.33%	39.50	30.22%	18854.30	6.86%
Total Teaching Positions	3.00	100.00%	130.90	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	25.00%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	75.00%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	128.10	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	24.32%	44.80	35.51%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	75.41%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	3.70	100.00%	126.40	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.00	3.00	2.7
Total Out-of-Field Teachers	2.00	3.00	2.7

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum	0
Mathematics	Edmentum	0
Science	Edmentum	0
History-Social Science	Edmentum	0
Foreign Language	Edmentum	0
Health	Edmentum	0
Visual and Performing Arts	Edmentum	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)					46%	
Mathematics (grades 3-8 and 11)					34%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	4.55%	6.82%	2.44%	1.01%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	44	59.46%	40.54%	6.82%
Female	42	29	69.05%	30.95%	6.90%
Male	32	15	46.88%	53.12%	6.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	49	30	61.22%	38.78%	3.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	61	37	60.66%	39.34%	5.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

Since students at CBCS are adults, parental involvement is minimal, but family involvement is encouraged. Some parents and families support CBCS students in pursuit of their diploma. Ultimately, however, it is up to the adult student to become involved with the school and all related activities. The pandemic created challenges in engaging students and their families, and some onsite events were limited such as Open House. The school did return to having a full graduation ceremony in 2021-22, an important event to celebrate the accomplishment of students with their families and friends. CBCS pursues family involvement through Advisory Meetings and the development of school plans such as the Local Control Accountability Plan (LCAP). Students and their families are able to provide feedback on various aspects of the school through stakeholder meetings or surveys administered throughout the year. In regard to the LCAP, students and families can review and comment on the progress of annual school goals and actions. Through the LCAP process as well as others such as the WASC process, the school provides various opportunities for input and participation by students and their families. Whether in person or through a virtual platform, the school regularly encourages students and their families to participate in the school program and seek support from the school as needed. The school wishes to connect students and their families with information on resources that are available in the community.

State Priority: Pupil Engagement

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

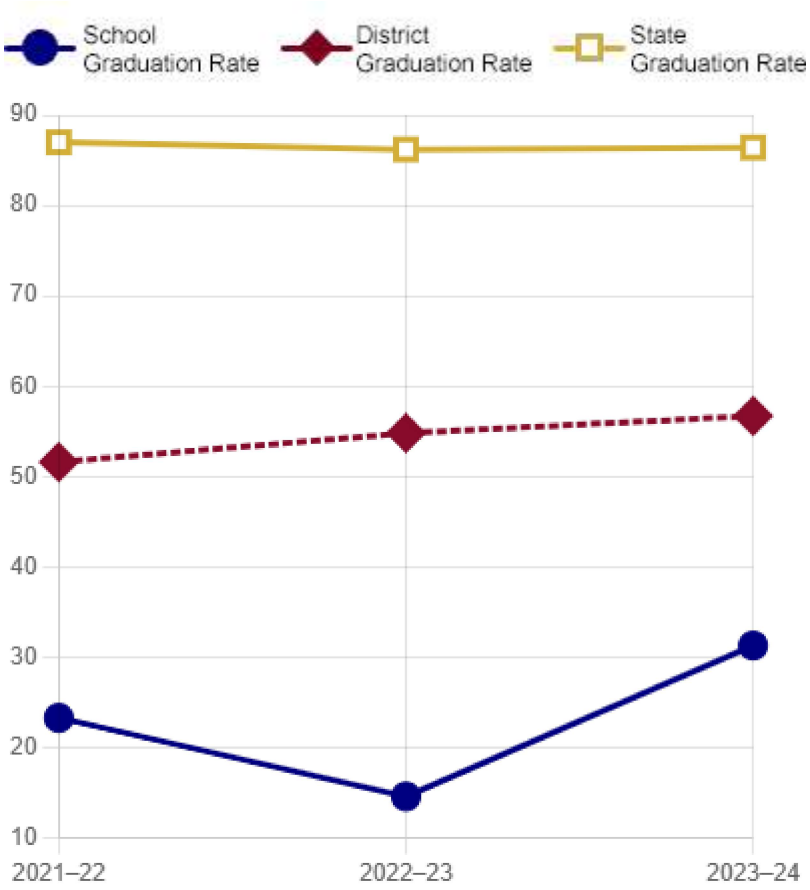
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

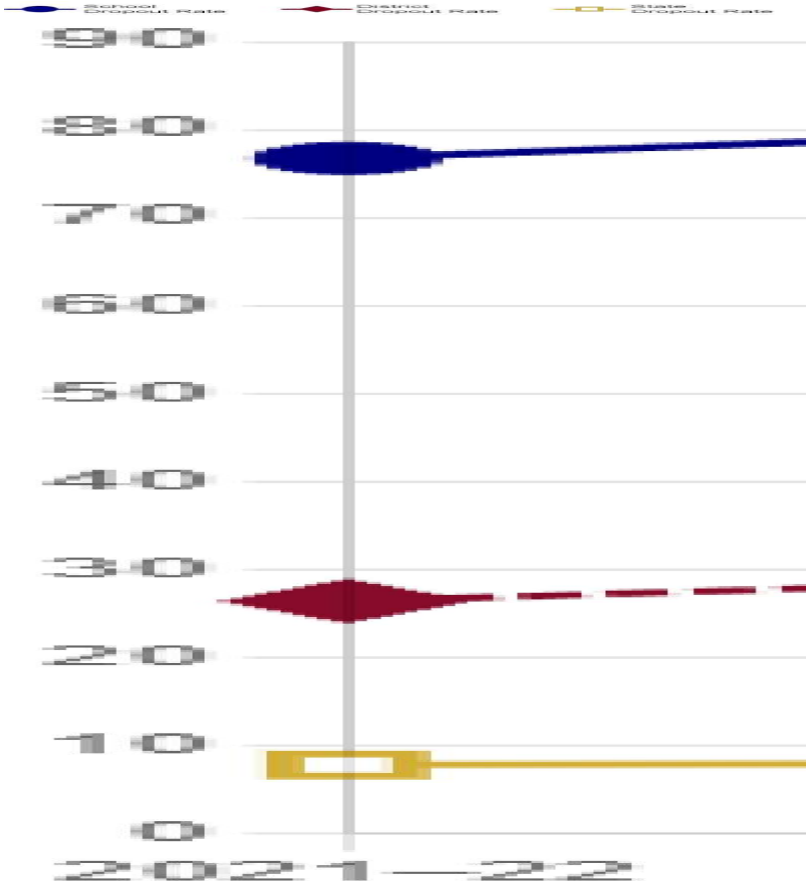
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	23.3%	14.6%	31.3%	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	76.7%	85.4%	68.8%	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	15	31.3%
Female	27	9	33.3%
Male	21	6	28.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	30	9	30.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	46	14	30.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	280	197	99	50.3%
Female	167	124	58	46.8%
Male	113	73	41	56.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	15	12	2	16.7%
Filipino	--	--	--	--
Hispanic or Latino	213	146	80	54.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	36	28	14	50.0%
English Learners	31	18	10	55.6%
Foster Youth	--	--	--	--
Homeless	20	16	7	43.8%
Socioeconomically Disadvantaged	272	193	97	50.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	2.21%	3.59%	1.73%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The CBCS Advisory Board will approve updates to the plan at the quarterly Advisory Board meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. CBCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

The reason for zero data size is that students in secondary grades are assigned to non-classroom-based courses by teacher and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

The reason for zero data size is that students in secondary grades are assigned to non-classroom-based courses by teacher and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

The reason for zero data size is that students in secondary grades are assigned to non-classroom-based courses by teacher and are not grouped by subject area.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	400

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	1.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15035.00	$2106.00	$12929.00	$91306.00
District	N/A	N/A	$10597.00	$78500.00
Percent Difference – School Site and District	N/A	N/A	19.83%	15.08%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	37.74%	--

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

Types of Services Funded (Fiscal Year 2023–24)

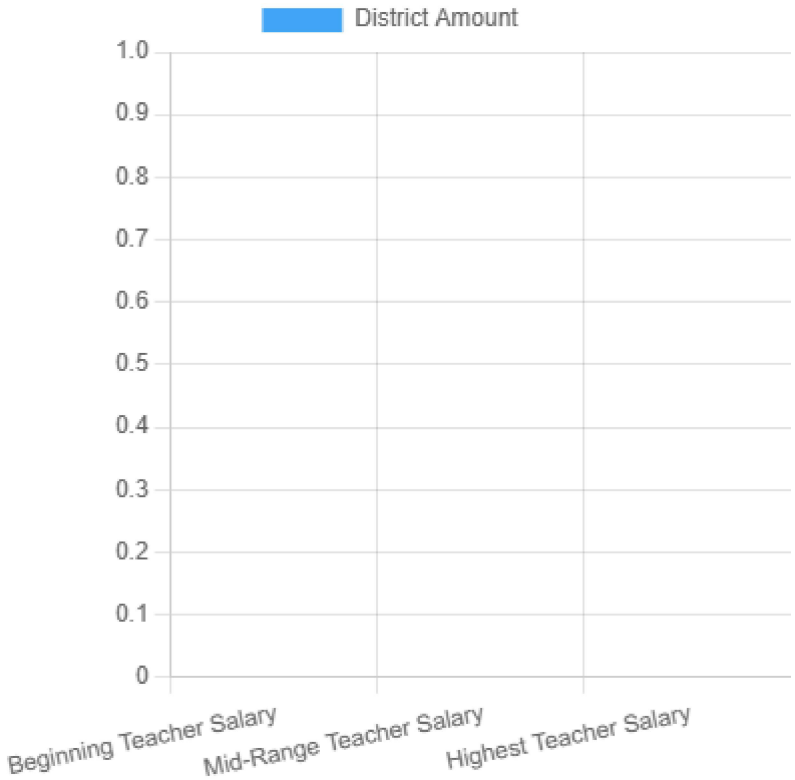
CBCS provides various services to support students in their personal and academic growth. Services and supports are provided to support the whole student, which includes a student's academic, social, and emotional well-being. Services are provided to students as determined by the Multi-Tiered System of Supports (MTSS) and range in scope to include universal (Tier I), targeted (Tier II), and intensive (Tier III) supports. Programs and services are provided at the school through the Local Control Funding Formula (LCFF) funds, federal funds, and categorical grants. Services are provided by full or part-time staff or contracted out to outside entities or through the LEA, the Merced County Office of Education.

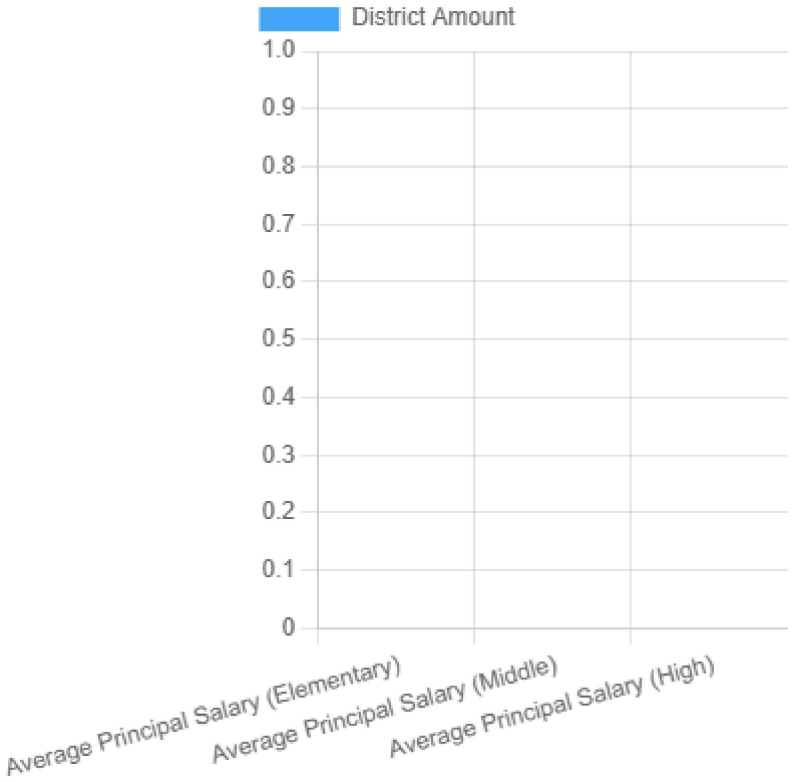
- Math support
- Tutoring
- School psychologist
- Social/emotional counseling services
- Academic counseling services
- Special Education support
- Technology support
- Career workshops

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.




District Amount
1.0
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

CBCS strives to provide staff with regular opportunities for training and professional development. The following data shows the cumulative days, including partial days, dedicated to professional development. Each year, staff is provided three days of training through school inservice and the additional partial days are for professional development every Thursday afternoon. The total hours dedicated to training on Thursday afternoons amounts to seven additional days of professional development for staff.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10

GENERAL INFORMATION

If this application is submitted when there is Insufficient Bond Authority, as defined in Regulation Section 1859.2, the School District must adopt and submit a school board resolution, pursuant to Regulation Section 1859.95.1. For information regarding remaining bond authority, contact the Office of Public School Construction (OPSC) prior to submittal of this application.

If not previously submitted, a district may file an application for modernization funding by use of this form concurrently with a determination of or an adjustment to the district's modernization eligibility. The district must submit a determination of or an adjustment to the district's new construction baseline eligibility upon request, as described in Regulation Sections 1859.51 or 1859.70, as applicable. The Board will only provide new construction funding if this form is submitted prior to the date of occupancy of any classrooms included in the construction contract. If the district has a pending reorganization election that will result in the loss of eligibility for the proposed project, the district must submit an adjustment to the district's new construction baseline eligibility as required in Section 1859.51 upon request. This may be accomplished by completion and submittal of Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03 for the current enrollment year. Failure to submit the requested Forms may result in OPSC returning the funding application to the district unprocessed.

For purposes of Education Code Section 17073.25, the California Department of Education (CDE) is permitted to file modernization applications on behalf of the California Schools for the Deaf and Blind.

Requests for funding may be made as follows:

1. A separate apportionment for site acquisition for a new construction project for environmental hardship pursuant to Section 1859.75.1. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03 (if not previously submitted).
   - Contingent site approval letter from the CDE.
   - Preliminary appraisal of property.
   - Approval letter from the Department of Toxic Substances Control.

2. A separate apportionment for site acquisition and/or design costs for a new construction project pursuant to Section 1859.81.1. This apportionment is available only to districts that meet the financial hardship criteria in Section 1859.81. Districts may apply for a separate apportionment for the design and for site acquisition on the same project. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03 (if not previously submitted).
   - Contingent site approval letter from the CDE (site apportionment only).
   - Preliminary appraisal of property (site apportionment only).

3. A separate apportionment for district-owned site acquisition cost pursuant to Section 1859.81.2. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03 (if not previously submitted).
   - Site approval letter from the CDE.
   - Appraisal of district-owned site.
   - Cost benefit analysis as prescribed in Section 1859.74.6 or a copy of the Board finding that the non-school function on the district-owned site must be relocated.

4. A separate apportionment for design cost for a modernization project pursuant to Section 1859.81.1. This apportionment is available only to districts that meet the financial hardship criteria in Section 1859.81. For purposes of this apportionment, the Form SAB 50-03 must accompany this form (if not previously submitted).

5. A New Construction Adjusted Grant pursuant to Section 1859.70 or 1859.180. If the funding request includes site acquisition, the proposed site must either be owned by the district, in escrow, or the district has filed condemnation proceedings and received an order of possession of the site. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03.
   - Site/plan approval letter from the CDE.
   - Appraisal of property if requesting site acquisition funds.
   - Plans and specifications (P&S) for the project that were approved by the DSA. Submittal of plans may be on CD-ROM or "Zip Drive" readable in AutoCAD 14. The specifications may be provided on a diskette that is IBM compatible.
   - Cost estimate of proposed site development, if requesting site development funding.
   - If this request is pursuant to Section 1859.77.2 and the district's housing plan is other than those listed in the certification section of this form, a copy of the school board resolution and the approved housing plan.
   - If the site apportionment is requested pursuant to Regulation Section 1859.74.5, a cost benefit analysis as prescribed in Regulation Section 1859.74.6 or a copy of the Board finding that the non-school function on the district-owned site must be relocated.
   - If this request is fully or partially based on eligibility derived from an Alternative Enrollment Projection, a justification of how the project relieves overcrowding, including but not limited to, the elimination of the use of Concept 6 calendars, four track year-round calendars, or bussing in excess of 40 minutes.
   - Written confirmation from the district's career technical advisory committee indicating that the need for vocational and career technical facilities is being adequately met within the district consistent with Education Code Sections 51224, 51225.3(b), 51228(b), and 52336.1.

6. For purposes of the Overcrowding Relief Grant (ORG), districts must submit the Overcrowding Relief Grant District-Wide Eligibility Determination (Form SAB 50-11) prior to the submittal of this funding application. In addition, districts must have had the CDE deem the site eligible for the ORG (pursuant to Section 1859.181) prior to the submittal of this application. For purposes of this apportionment, the following documents must be submitted with this form as well as the documents listed in section 5 above:

   - Overcrowding Relief Grant Eligibility Determination Form approved by the CDE.
   - Copies of the supporting documentation provided to the CDE when determining the density of the site, including the site diagram.

   The district is not required to submit its current CBEDS enrollment data.

7. Modernization Adjusted Grant pursuant to Section 1859.70. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - Form SAB 50-03 (if not previously submitted).
   - P&S for the project that were approved by the DSA.
   - If the request includes funding for accessibility and fire code requirement pursuant to Section 1859.83(f), the DSA approved list of the minimum accessibility work required and a detailed cost estimate for the work in the plans.

- DSA approval letter for elevator to meet handicapped compliance, if funding is requested.
- Cost estimate of the proposed site development necessary for the Reconfiguration of an existing high school.
- Plan approval letter from the CDE.
- Districtwide enrollment data on Form SAB 50-01 when requesting project assistance (if not previously submitted).
- If the request includes funding for 50 year old permanent buildings pursuant to Section 1859.78.6, a site diagram identifying all buildings to be modernized in the project. The diagram must specify those buildings that are at least 50 years old.
- Written confirmation from the district's career technical advisory committee indicating that the need for vocational and career technical facilities is being adequately met within the district consistent with Education Code Sections 51224, 51225.3(b), 51228(b), and 52336.1.

8. Final Charter School Apportionment for Charter School Facilities Rehabilitation pursuant to Section 1859.167.1. For purposes of this apportionment, the following documents must be submitted with this form (as appropriate):

   - P&S for the project that were approved by DSA.
   - If the request includes funding for accessibility and fire code requirement pursuant to Section 1859.167.3(d), the DSA approved list of the minimum accessibility work required and a detailed cost estimate for the work in the plans.
   - DSA approval letter for elevator to meet handicapped compliance, if funding is requested.
   - High performance incentive (HPI) scorecard from DSA.
   - Plan approval letter from the CDE.
   - Construction cost estimate signed by the architect of record or design professional.
   - Determination of financial soundness from the California School Finance Authority (CSFA).
   - Written confirmation from the applicant's career technical advisory committee indicating that the need for vocational and career technical facilities is being adequately met within the district consistent with Education Code Sections 51224, 51225.3(b), 51228(b), and 52336.1.

9. If the application includes a request for Financial Hardship, the district must comply with the requirements of Section 1859.81.

   - If the application is submitted when there is Insufficient Bond Authority, as defined in Section 1859.2, the district must adopt a school board resolution pursuant to Section 1859.95.1(b).

If the district is requesting New Construction funding after the initial baseline eligibility was approved by the Board and the district's current CBEDS enrollment reporting year is later than the enrollment reporting year used to determine the district's baseline eligibility or adjusted eligibility, the district must complete a new Form SAB 50-01 based on the current year CBEDS enrollment data, and submit it to the OPSC with this form. In addition, if the district's request is fully or partially based on eligibility derived from an Alternative Enrollment Projection, the district must update the Alternative Enrollment Projection to correspond with the CBEDS enrollment data for the current year. A small district with 2,500 or less enrollment as defined in Section 1859.2 will not have its eligibility reduced for a period of three years from the date the district's baseline eligibility was approved by the Board as a result of reduction in projected enrollment.

For a list of the documents that must be submitted in order for the OPSC to deem a funding request for new construction or modernization complete and ready for OPSC processing, consult the SFP handbook and other information located on the OPSC Web site at www.dgs.ca.gov/opsc.

For purposes of completing this form for a Final Charter School Apportionment, a charter school shall be treated as a school district.

SPECIFIC INSTRUCTIONS

The district must assign a Project Tracking Number (PTN) to this project. The same PTN is used by the OPSC, the DSA and the CDE for all project applications submitted to those agencies to track a particular project through the entire state application review process. If the district has already assigned a PTN to this project by prior submittal of the P&S to either the DSA or the CDE for approval, use that PTN for this application submittal. If no PTN has been previously assigned for this project, a PTN may be obtained from the OPSC Web site at www.dgs.ca.gov/opsc "PT Number Generator."

1. Type of Application

Check the appropriate box that indicates the type of School Facility Program (SFP) grant the district is requesting for purposes of new construction, modernization, a separate design and/or site apportionment, site apportionment as an environmental hardship or New Construction (Final Apportionment). If the application is for the modernization of school facilities and includes facilities that are eligible for an additional apportionment pursuant to Section 1859.78.8, include a site diagram with this application that specifies the age of each facility eligible for modernization. The diagram should also indicate the date of its original DSA plan approval and the date the facility received its prior modernization apportionment. If known include the project modernization number on the diagram. If the application is for modernization of a California School for the Deaf or Blind, the CDE shall check the box identified as Modernization of California Schools for the Deaf/Blind. If the request is for a separate design apportionment, the CDE shall check the appropriate box. If the eligibility for this project was established as a result of a health and safety threat pursuant to Section 1859.82.1, or a seismic replacement or seismic rehabilitation for the Most Vulnerable Category 2 Buildings pursuant to Section 1859.82.2, and/or the request is for a conceptual approval for a Facility Hardship application pursuant to Section 1859.82.3(a) or a Seismic Mitigation Program application pursuant to Section 1859.82.3(b), check the appropriate box(es).

If this request is for an addition to an existing site and advance funding for the evaluation and RA costs, check the appropriate box and refer to Section 1859.74.4.

If this request is for an Overcrowding Relief Grant, check the New Construction (Overcrowding Relief Grant) box.

If this request is to convert a Preliminary Apportionment or a Preliminary Charter School Apportionment to a Final Apportionment, check the New Construction Final Apportionment, New Construction Final Charter School Apportionment or the Rehabilitation Final Charter School Apportionment box, as appropriate.

If the district is requesting a separate site and/or design apportionment, complete boxes 2a, 3, 4, the site acquisition data in box 5 (d and e), and boxes 13, 14, 15, 16, and 24 only.

2. Type of Project

a. Select the type of project that best represents this application request and enter the total number of pupils assigned to the project for each grade group. Include pupils to be housed in a new or replacement school authorized by

Section 1859.82 (a). The amount entered cannot exceed the district's baseline eligibility determined on Form SAB 50-03 and will be the basis for the amount of the new construction or modernization grants provided for the project.

If this request is for a Final Apportionment, the pupils assigned to the project must be at least 75 percent, but not more than 100 percent, of the pupils that received the Preliminary Apportionment. Refer to Section 1859.147.

For ORG projects, the amount entered cannot exceed the Overcrowding Relief Pupil Eligibility (pursuant to Section 1859.182 and 1859.183) as reflected in the total number of eligible pupils determined by the Form SAB 50-11 or the CDE Overcrowding Relief Grant Eligibility Determination form.

For Charter School Facilities Program Rehabilitation, leave the number of pupils blank.

b. Check the box if the project is eligible for funding for 50 year or older permanent buildings and report, at the option of the district:

- The total number of eligible classrooms or the total eligible square footage building area at the site. Refer to Section 1859.78.6(b)(1)(A) or (b)(2)(A).
- The total number of permanent classrooms or the total permanent square footage building area that is at least 50 years old and not been previously modernized with state funds. Refer to Section 1859.78.6(b)(1)(B) or (b)(2)(B).
- Enter the greater percentage as calculated under Regulation Section 1859.78.6(b)(1)(C) or Regulation Section 1859.78.6(b)(2)(C).
- If this project includes eligible 50 year or older pupil grants, enter the appropriate number assigned to the project for each grade group. The number of pupils entered cannot exceed the cumulative number of 50 year or older permanent buildings pupil grants requested for all modernization funding applications for the site as determined by using the percentage factor above.

c. If this request includes pupil grants generated by an Alternative Enrollment Projection Method, enter the number of pupils by grade level.

d. Indicate if this request is for funding of a 6–8 school and/or an Alternative Education School.

e. Check the applicable box if the district is requesting additional pupil grants assigned to the project that exceed the capacity of the project or if the pupils assigned represent eligibility determined at another grade level and check the appropriate box to indicate under which regulation the district is applying. The pupil capacity of the project may be determined by multiplying the classrooms reported in box 3 by 25 for K–6; 27 for 7–8, 9–12 grades; 13 for non-severe and 9 for severe.

f. Enter the square footage of the non-toilet area and toilet area contained in the Charter School Facilities Program Rehabilitation project.

g. Indicate the site scenario that best represents the project request.

h. For ORG projects, the district must provide the following information in the space provided:

- Name of the eligible school site(s) where portables will be replaced in this project
- Number of portables being replaced at each school site
- Number of site specific eligible pupils being requested for this project for each school site. The total number of site specific eligible pupils assigned to this project must equal the total number of pupils in Section 2a.

3. Number of Classrooms

Enter the:

- Number of classrooms as shown on the plans and specifications (P&S). If there was demolition at the site, report the net increase in the number of classrooms showing in the P&S.
- Master plan site size, as recommended by the California Department of Education.
- Recommended site size, as determined by the California Department of Education.
- Existing Useable Acres already owned at that location (if any).
- Proposed Useable Acres that was/will be purchased as part of the application (if any).

4. Financial Hardship Request

Check the appropriate box(es) if the district is requesting financial hardship assistance because it is unable to meet its matching share requirement.

- If the application includes a request for Financial Hardship, the district must comply with the requirements of Section 1859.81.
- If there is Insufficient Bond Authority for the type of application, check the second box and attach a school board resolution pursuant to Section 1859.95.1(b).

5. New Construction Additional Grant Request

Check the appropriate box(es) if the district requests an augmentation to the new construction grant for "additional" grants for the items listed. Refer to Sections 1859.72 through 1859.76 for eligibility criteria. Enter the:

a. Therapy area in square feet as provided in Section 1859.72.

b. Multilevel classrooms in the P&S pursuant to Section 1859.73.

c. Check the box if the district is requesting project assistance pursuant to Section 1859.73.1. If the district has not submitted a request for new construction baseline eligibility on a district-wide basis, it must submit a current Form SAB 50-01 based on district-wide enrollment data with this form.

d. If the project the district is requesting SFP funding for does not require an RA, refer to Section 1859.74. If a RA is required on a site that is not leased or an addition to an existing site, refer to Section 1859.74.2. If RAs are required on a leased site or an addition to an existing site, refer to Sections 1859.74.3 or 1859.74.4, respectively. The limitation of 50 percent may be exceeded when unforeseen circumstances exist, the CDE determines that the site is the best available site, and substantiation that the costs are the minimum required to complete the evaluation and RA.

1) Enter 50 percent of the actual cost.
2) Enter 50 percent of the appraised value of the site. If the request is made pursuant to Regulation Section 1859.74.5, enter 50 percent of the appraised value.
3) Enter 50 percent of the allowable relocation cost.
4) Enter two percent of the lesser of the actual cost or appraised value of the site (minimum $25,000).
5) Enter 50 percent of the Department of Toxic Substances Control (DTSC) fee for review and approval of the phase one environmental site assessment and preliminary endangerment assessment reports. Refer to Sections 1859.74, 1859.74.1, 1859.74.5, 1859.75, 1859.75.1 and 1859.81.1.

A project that received site acquisition funds under the Lease-Purchase Program (LPP) as a priority two project is not eligible for site acquisition funds under the SFP. A district-owned site acquired with LPP, SFP or Proposition 1A funds is not eligible for funding under Regulation Section 1859.74.5.

e. Enter 50 percent of the amount allowable for hazardous materials/waste removal and/or remediation for the site acquired pursuant to Sections 1859.74.2, 1859.74.3, 1859.74.4, 1859.75.1 or 1859.81.1. If an RA is required, check the box.
f. Enter 50 percent of eligible service-site development, off-site development including pedestrian safety paths and utilities costs allowed pursuant to Section 1859.76. Attach cost estimates of the proposed site development work which shall be supported and justified in the P&S. All cost estimates shall reflect 100 percent of the proposed work.

   Check the box if the district is requesting an Additional Grant for General Site Development pursuant to Section 1859.76

g. If the district is requesting an Additional Grant for Energy Efficiency pursuant to Section 1859.71.3, enter the percentage of energy efficiency that exceeds Title 24 requirements as prescribed in Section 1859.71.3(a)(3).
h. Check the box(es) if the district requests and the project qualifies for additional funding for fire code requirements authorized in Section 1859.71.2.
i. If the district is requesting an Additional Grant for High Performance Incentive pursuant to Section 1859.70.4, enter the number of high performance points as prescribed in Section 1859.71.6 or 1859.77.4, as appropriate, subject to Education Code Section 17070.965.

6. Modernization Additional Grant Request

a. Check the box if the district is requesting project assistance allowance pursuant to Section 1859.78.2. If the district has not submitted a request for new construction baseline eligibility on a district-wide basis, it must submit a current Form SAB 50-01 based on district-wide enrollment data with this form.
b. If the district is requesting an Additional Grant for Energy Efficiency pursuant to Section 1859.78.5, enter the percentage of energy efficiency that exceeds Title 24 requirements as prescribed in Section 1859.78.5(a)(3).
c. Check the box if the district requests an additional grant for site development utility cost necessary for the modernization of 50 years or older permanent building(s). Enter 60 percent of the eligible costs allowable pursuant to Section 1859.78.7(a).
d. Check the box(es) if the district requests and the project qualifies for additional funding for fire code requirements authorized in Section 1859.78.4.
e. If the district is requesting an Additional Grant for High Performance Incentive pursuant to Section 1859.70.4, enter the number of high performance points as prescribed in Section 1859.77.4, subject to Education Code Section 17070.965.

7. Excessive Cost Hardship Request

Check the appropriate box to request an augmentation to the New Construction or Modernization Grants for an excessive cost hardship for the items listed. Refer to Section 1859.83 for eligibility criteria. Requests for excessive cost grants for accessibility requirements are allowed only if required by the Division of the State Architect (DSA). At the district's option, the district may request three percent of the modernization base grant or enter the amount calculated pursuant to Regulation Section 1859.83(f). Attach a copy of the DSA approved list that shows the minimum work necessary for accessibility requirements.

If the request is for the excessive cost grant for a new Alternative Education school pursuant to Section 1859.83(c)(2) and the district wishes to request less than the maximum allowance, please submit a letter along with application indicating the desired amount.

8. Charter School Facilities Program Rehabilitation – Additional Grant and Excessive Cost Hardship Request

Additional Grant Request

a. If the applicant is requesting an Additional Grant for High Performance Incentive pursuant to Section 1859.77.4, enter the number of high performance points as prescribed in Section 1859.77.4.

Excessive Cost Hardship Request

Check the appropriate box to request an augmentation to the Charter School Facilities Program Rehabilitation grants for an excessive cost hardship for the items listed. Refer to Section 1859.167.4 for eligibility criteria.

b. Check the box if the applicant requests and qualifies for an Excessive Cost Hardship Grant due to Geographic Location pursuant to Section 1859.167.3(a).
c. Check the box if the applicant requests and qualifies for an Excessive Cost Hardship Grant for a small size project pursuant to Section 1859.167.3(b).
d. Check the box if the applicant requests and qualifies for an Excessive Cost Hardship Grant due to Urban Location, Security Requirements, and Impacted Site pursuant to Section 1859.167.3(c).
e. Check the box if the applicant requests and qualifies for an Excessive Cost Hardship Grant due to accessibility and fire code requirements pursuant to Section 1859.167.3(d). Requests for excessive cost grants for accessibility requirements are allowed only if required by the Division of the State Architect (DSA). At the applicant's option, the applicant may request three percent of the Charter School Facilities Program Rehabilitation Grant or enter 50 percent of the amount calculated pursuant to Regulation Section 1859.167.3(d)(2). Attach a copy of the DSA approved list that shows the minimum work necessary for accessibility requirements.

9. Project Priority Funding Order

Enter the priority order of this project in relation to other new construction applications submitted by the district on the same date. If applications are not received on the same date, the OPSC will assign a higher district priority to the application received first. Check the box(es) if the project meets the criteria outlined in Section 1859.92(c)(3),(4) and (6), as appropriate. This information is needed for purposes of priority points.

10. Prior Approval Under the LPP

If the project the district is requesting SFP grants for received a Phase P, S, or C approval under the LPP, report the application number of that project, regardless if the project actually received funding or was included on an "unfunded" list. Failure to report this information may delay the processing of the application by the OPSC.

11. Prior Apportionment Under the SFP

If the project received a separate apportionment under the SFP for either site and/or design, or site environmental hardship, enter the application number of the project. Failure to report this information may delay the processing of the application by the OPSC.

12. Preliminary Apportionment to a Final Apportionment

If this request is to convert a Preliminary Apportionment to a Final Apportionment, enter the application number of the Preliminary Apportionment. Failure to report this information may delay the processing of the application by the OPSC.

13. Alternative Developer Fee

The district must report certain alternative fees collected pursuant to Government Code Section 65995.7, as of the date of application submittal to the OPSC. Refer to Section 1859.77 for details. Districts are advised that the OPSC may perform an audit of the developer fees collected prior to application approval by the Board.

14. Adjustment to New Construction Baseline Eligibility

Pursuant to Section 1859.51 certain adjustments to the district's new construction baseline eligibility must be made each time a district submits Form SAB 50-04, to the OPSC for SFP new construction or modernization grants. These adjustments are made by the OPSC based on information reported by the district on this form.

a. Report all classroom(s) provided after the district submitted its request for determination of its new construction baseline eligibility for the grades shown, or indicate N/A if there are none. Refer to Section 1859.51(i).

   In the additional classroom column, indicate the number of additional net classrooms provided if not previously reported.

   In the replacement classroom column, indicate the number of classrooms that were included in the determination of the district's new construction eligibility pursuant to Education Code Section 17071.75 but replaced in a locally funded project.

   Enter the date the initial construction contract was signed for additional or replacement classrooms.

15. Pending Reorganization Election

Complete only for new construction projects. Indicate if there is a pending reorganization election that will result in a loss of eligibility for this project. If the answer is "yes", the district must complete Form SAB 50-01, Form SAB 50-02 and Form SAB 50-03, to adjust the district's new construction baseline eligibility as a result of the reorganization and submit them with this form.

16. Joint-Use Facility/Leased Property

Check the box if:

a. The facilities to be constructed/modernized as part of this project will be for joint use by other governmental agencies.
b. The new construction or modernization grants will be used for facilities located or to be located on leased property.

17. Project Progress Dates

a. Enter the date(s) the construction contract(s) was awarded for this project(s). If a construction contract has not been executed, enter N/A. (If the space provided is not sufficient for all applicable contract dates, please list all dates on a separate attachment to this form.)
b. Enter the issue date(s) for the Notice to Proceed for the construction phase of the project, or enter N/A if a Notice to Proceed has not been issued.
c. If a construction contract was awarded prior to January 1, 2012, check the appropriate box to indicate whether or not the district has initiated and enforced a Labor Compliance Program (LCP) approved by the Department of Industrial Relations (DIR) pursuant to Labor Code Section 1771.7 for this project.

18. Prevailing Wage Monitoring and Enforcement Costs

If the construction contract(s) for this project was awarded on January 1, 2012 through June 19, 2014, check the appropriate box to indicate which of the following methods was or is being used to meet the requirement for prevailing wage monitoring and enforcement pursuant to Labor Code Section 1771.3 in effect on January 1, 2012 through June 19, 2014:

- DIR Public Works administration and enforcement
- A DIR-approved internal LCP
- A collective bargaining agreement that meets the criteria set forth in Labor Code Section 1771.3(b)(3) in effect on January 1, 2012 through June 19, 2014.

19. Construction Delivery Method

Check the box that best represents the construction delivery method that the district has or will use for this project, if known.

20. Career Technical Education Funds Request

Indicate if Career Technical Education (CTE) funds will be requested for classroom(s) included in the plans and specifications for this project pursuant to Section 1859.193. If "Yes", enter the number of CTE classroom(s) shown on the P&S.

21. Overcrowding Relief Grant Narrative

The district must either provide an explanation in the space provided or attach a letter signed by the district representative detailing how this project will relieve overcrowding.

22. Architect of Record or Licensed Architect Certification

The architect of record or the licensed architect must complete this section.

23. Architect of Record or Design Professional Certification

The architect of record or the appropriate design professional must complete this section.

24. Certification

The district representative must complete this section. For additional information regarding district certifications, refer to the SFP handbook located on the OPSC web site at www.dgs.ca.gov/opsc.

The school district named below applies to the State Allocation Board via the Office of Public School Construction for a grant under the provisions of Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code and the Regulations thereto.

SCHOOL DISTRICT		APPLICATION NUMBER
Merced County Office of Education		50/10249-00-040
SCHOOL NAME		PROJECT TRACKING NUMBER
Pioneer Elementary (Weaver School District)		10249-100
COUNTY	DISTRICT REPRESENTATIVE'S E-MAIL ADDRESS	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (IF APPLICABLE)
Merced	stietjen@mcoe.org	

1. Type of Application—Check Only One

- ☐ New Construction
- ☐ New Construction (Final Apportionment)
- ☐ New Construction (Final Charter School Apportionment)
- ☐ New Construction (Overcrowding Relief Grant)
- ☐ Rehabilitation (Final Charter School Apportionment)
- ☐ Modernization
- ☐ Modernization of California Schools for Deaf/Blind
- ☐ Facility Hardship [Section 1859.82.1]
  - ☐ Conceptual Approval [Section 1859.82.3(a)]
  - ☐ Replacement Site
  - ☐ Replacement School Building(s):
    - Toilets (sq. ft.) _____
    - Other (sq. ft.) _____
  - ☐ Rehabilitation Costs: $ _____
- ☐ Seismic Mitigation [Section 1859.82.2]
  - ☐ Conceptual Approval [Section 1859.82.3(b)]
  - ☐ Replacement Site
  - ☐ Replacement School Building(s):
    - Toilets (sq. ft.) _____
    - Other (sq. ft.) _____
  - ☐ Seismic Rehabilitation Grant: $ _____

Separate Apportionment

- ☐ Site Only—New Construction [Section 1859.81.1]
- ☐ Site Only (District owned)—New Construction [Section 1859.81.2]
- ☐ Site Only—Environmental Hardship [Section 1859.75.1]
- ■ Design Only—New Construction [Section 1859.81.1]
- ☐ Design Only—New Construction with High Performance
- ☐ Design Only—Modernization
- ☐ Design Only—Modernization with High Performance
- ☐ Design Only—Modernization of California Schools for Deaf/Blind
- ☐ Design Only—Facility Hardship [Section 1859.82.1]
- ☐ Design Only—Seismic Mitigation [Section 1859.82.2]
- ☐ Advance Funding for Evaluation and RA

2. Type of Project

a. ■ Elementary School
☐ Middle School
☐ High School

Total Pupils Assigned:
K–6: _____
7–8: _____
9–12: _____
Non-Severe: _____
Severe: 18

b. ☐ 50 Years or Older Building Funding (Modernization Only)
Total Eligible Classrooms/Square Footage: _____
Classroom/Square Footage at Least 50 Years Old: _____
Ratio of 50 Years Old Classrooms/Square Footage: _____ %

From 2a above, how many are 50 Year or Older Pupil Grants?
K–6: _____
7–8: _____ Non-Severe: _____
9–12: _____ Severe: _____

c. Included in 2a above, how many pupils are generated by the Alternative Enrollment Projection? (New Construction Only)
K–6: _____
7–8: _____ Non-Severe: _____
9–12: _____ Severe: _____

d. Is this a 6–8 school? ☐ Yes ■ No
If you answered yes, how many K–6 pupils reported above are sixth graders? _____
Is this an Alternative Education School? ☐ Yes ■ No

e. Is this a use of grant request pursuant to Section 1859.77.2? ☐ Yes ■ No
Is this request pursuant to Section 1859.77.2(c)? ☐ Yes ■ No
If yes, enter date of successful bond election: _____
Is this a use of grant request pursuant to Section 1859.77.3? ☐ Yes ■ No
Is this request pursuant to Section 1859.77.3(c)? ☐ Yes ■ No
If yes, enter date of successful bond election: _____

f. Charter School Facilities Program Rehabilitation Request:
Toilets (sq. ft.) _____
Other (sq. ft.) _____

g. Project to be located on:
- ☐ Leased Site
- ☐ New Site
- ☐ Existing Site with Additional Acreage Acquired
- ■ Existing Site with No Additional Acreage Acquired

h. ORG Projects Only

NAME OF ELIGIBLE SCHOOL SITE(S)	NUMBER OF PORTABLES BEING REPLACED	NUMBER OF SITE SPECIFIC ELIGIBLE PUPILS BEING REQUESTED
	Total	

3. Number of Classrooms: 2
Master Plan Acreage Site Size (Useable): _____
Recommended Site Size (Useable): _____
Existing Acres (Useable): _____
Proposed Acres (Useable): _____

4. Type of Financial Hardship Request
☐ Submittal pending OPSC approval pursuant to Section 1859.81(h)
■ Submittal with school board resolution, pursuant to Section 1859.95.1 (Insufficient Bond Authority)

5. New Construction Additional Grant Request—New Construction Only
a. Therapy: Toilets (sq. ft.) _____
Other (sq. ft.) _____
b. Multilevel Construction (CRS): _____
c. ☐ Project Assistance
d. Site Acquisition:
(1) 50 percent Actual Cost: $ _____
(2) 50 percent Appraised Value: $ _____
(3) 50 percent Relocation Cost: $ _____
(4) 2 percent (min. $25,000): $ _____
(5) 50 percent DTSC Fee: $ _____
e. 50 percent hazardous waste removal: $ _____
☐ Response Action (RA)
f. Site Development
☐ 50 percent Service-Site: $ _____
☐ 50 percent Off-Site: $ _____
☐ 50 percent Utilities: $ _____
☐ General Site
g. ☐ Energy Efficiency: _____ %
h. ☐ Automatic Fire Detection/Alarm System
☐ Automatic Sprinkler System
i. ☐ High Performance Incentive (Indicate Points): _____

6. Modernization Additional Grant Request
a. ☐ Project Assistance
b. ☐ Energy Efficiency: _____ %
c. ☐ Site Development—60 percent utilities: $ _____
d. ☐ Automatic Fire Detection/Alarm System
e. ☐ High Performance Incentive (Indicate Points): _____

7. Excessive Cost Hardship Request
New Construction Only
☐ Geographic Percent Factor: _____ %
☐ New School Project [Section 1859.83(c)(1)]
☐ New School Project [Section 1859.83(c)(2)]
☐ Small Size Project
☐ Urban/Security/Impacted Site;
If a new site, $ _____ per Useable Acre [Section 1859.83(d)(2)(C)]

Modernization Only
☐ Geographic Percent Factor: _____ %
☐ Small Size Project
☐ Urban/Security/Impacted site
☐ Accessibility/Fire Code
☐ 3 percent of base grant; or,
☐ 60 percent of minimum work $ _____
☐ Number of 2-Stop Elevators: _____
☐ Number of Additional Stops: _____

8. Charter School Facilities Program Rehabilitation Additional Grant and Excessive Cost Hardship Request

Additional Grant Request
a. ☐ High Performance Incentive (Indicate Points): _____

Excessive Cost Hardship Request
b. ☐ Geographic Percent Factor: _____%
c. ☐ Small Size Project
d. ☐ Urban/Security/Impacted site
e. ☐ Accessibility/Fire Code
☐ 3 percent of base grant; or,
☐ 50 percent of minimum work $ _____
☐ Number of 2-Stop Elevators: _____
☐ Number of Additional Stops: _____

9. Project Priority Funding Order—New Construction Only
Priority order of this application in relation to other new construction applications submitted by the district at the same time: # _____
Project meets:
☐ Density requirement pursuant to Section 1859.92(c)(3).
☐ Stock plans requirement pursuant to Section 1859.92(c)(4).
☐ Energy efficiency requirement pursuant to Section 1859.92(c)(6).

10. Prior Approval Under the LPP
New Construction: 22/_____
Modernization: 77/_____

11. Prior Apportionment Under the SFP
Site/Design—New Construction: 50/_____
Design—Modernization: 57/_____

12. Preliminary Apportionment to Final Apportionment
Preliminary Apportionment Application Number: # _____

13. Alternative Developer Fee—New Construction Only
Alternative developer fee collected and reportable pursuant to Regulation Section 1859.77: $ _____

14. Adjustment to New Construction Baseline Eligibility

a. Classroom(s) provided:

Additional		Replacement	
K–6:	_____	K–6	_____
7–8:	_____	7–8	_____
9–12:	_____	9–12	_____
Non-Severe:	_____	Non-Severe	_____
Severe:	_____	Severe	_____

Construction Contract(s) for the project signed on:

_____ _____

15. Pending Reorganization Election—New Construction Only ☐ Yes ☐ No

16. Joint-Use Facility/Leased Property

a. ☐ Joint-Use Facility
b. ☐ Leased Property

17. Project Progress Dates

a. Construction Contract(s) awarded on: _____
(If the space provided is not sufficient for all applicable contract dates, please list all dates on a separate attachment to this form.)
b. Notice(s) to Proceed issued on: _____
c. If the Construction Contract(s) was awarded prior to January 1, 2012, have you initiated and enforced an LCP approved by the DIR pursuant to Labor Code Section 1771.7 for this project? ☐ Yes ☐ No

18. Prevailing Wage Monitoring and Enforcement Costs

If the Construction Contract(s) was awarded on January 1, 2012 through June 19, 2014, please indicate which monitoring requirement was or is being used, pursuant to Labor Code Section 1771.3 in effect on January 1, 2012 through June 19, 2014:

☐ DIR Public Works administration and enforcement
☐ DIR approved District LCP
☐ Collective bargaining agreement, pursuant to Labor Code Section 1771.3(b)(3) in effect on January 1, 2012 through June 19, 2014

19. Construction Delivery Method

☐ Design-Bid-Build
☐ Design-Build
☐ Developer Built
☐ Lease Lease-Back
☐ Energy Performance Contract
☐ This project includes or will include piggyback contract(s) as defined in Section 1859.2
☐ Other: _____

20. Career Technical Education Funds Request

Will CTE Funds be requested for classroom(s) included in the plans and specifications for this project? ☐ Yes ☒ No
Number of CTE classroom(s): _____

21. Overcrowding Relief Grant Narrative

_____
_____
_____
_____

22. Architect of Record or Licensed Architect Certification

I certify as the architect of record for the project or as a licensed architect that:

- The P&S for this project were submitted to the OPSC by electronic medium (i.e., CD-ROM, zip disk or diskette) or as an alternative, if the request is for a modernization Grant, the P&S were submitted in hard copy to the OPSC.
- Any portion of the P&S requiring review and approval by the Division of the State Architect (DSA) were approved by the DSA on _____ (enter DSA approval date).
- Any portion of the P&S not requiring review and approval by the DSA meets the requirements of the California Code of Regulations, Title 24, including any handicapped access and fire code requirements.
- If the request is for a Modernization or Charter School Facilities Program Rehabilitation Grant, the P&S include the demolition of more classrooms than those to be constructed in the project, the difference is _____ classroom(s). (Indicate N/A if there are none.)
- If the request is for a Modernization or Charter School Facilities Program Rehabilitation Grant, the P&S include the construction of more classrooms than those to be demolished in the project, the difference is _____ classroom(s). (Indicate N/A if there are none.)

ARCHITECT OF RECORD OR LICENSED ARCHITECT (PRINT NAME)

SIGNATURE	DATE

23. Architect of Record or Design Professional Certification

I certify as the architect of record for the project or the appropriate design professional, that:

- If the request is for a New Construction Grant, not including the ORG, I have developed a cost estimate of the proposed project which indicates that the estimated construction cost of the work in the P&S including deferred items (if any) relating to the proposed project, is at least 60 percent of the total grant amount provided by the State and the district's matching share, less site acquisition costs and the High Performance Base Incentive Grant. This cost estimate does not include site acquisition, planning, tests, inspection, or furniture and equipment and is available at the district for review by the OPSC.
- If the request is for a Modernization or Charter School Facilities Program Rehabilitation Grant, I have developed a cost estimate of the proposed project which indicates that the estimated construction cost of the work in the P&S, including deferred items and interim housing (if any) relating to the proposed project, is at least 60 percent of the total grant amount provided by the State and the district's matching share , less the High Performance Base Incentive Grant. This cost estimate does not include planning, tests, inspection or furniture and equipment and is available at the district for review by the OPSC.

ARCHITECT OF RECORD OR DESIGN PROFESSIONAL (PRINT NAME)

SIGNATURE	DATE

24. Certification

I certify, as the District Representative, that the information reported on this form, with the exception of items 22 and 23, is true and correct and that:

- I am an authorized representative of the district as authorized by the governing board of the district; and,
- A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et. seq., of the Education Code was adopted by the school district's governing board or the designee of the Superintendent of Public Instruction on, _____; and,
- The district has established a "Restricted Maintenance Account" for exclusive purpose of providing ongoing and major maintenance of school buildings and has developed an ongoing and major maintenance plan that complies with and is implemented under the provisions of Education Code Section 17070.75 and 17070.77 (refer to Sections 1859.100 through 1859.102); and,
- The district has considered the feasibility of the joint use of land and facilities with other governmental agencies in order to minimize school facility costs; and,
- If this funding request is for the modernization of portable classrooms eligible for an additional apportionment pursuant to Education Code Section 17073.15, the district certifies that (check the applicable box below):
  - ☐ 1. The state modernization funds will be used to replace the portable classrooms and permanently remove the displaced portables from the classroom use within six months of the filing of the Notice of Completion for the project; or,
  - ☐ 2. It has provided documentation to the Office of Public School Construction which indicates that modernizing the portable classrooms eligible for an additional apportionment is better use of public resources than the replacement of these facilities.
- Facilities to be rehabilitated under the Charter School Facilities Program previously funded with School Facility Program State funds meet the requirements of Section 1859.163.6; and,
- All contracts entered on or after November 4, 1998 for the service of any architect structural engineer or other design professional for any work under the project have been obtained pursuant to a competitive process that is consistent with the requirements of Chapter 10 (commencing with Section 4525) of Division 5, of Title 1, of the Government Code; and,
- If this request is for new construction funding, the district has received approval of the site and the plans from the CDE. Plan approval is not required if request is for separate design apportionment; and,
- If this request is for modernization or Charter School Facilities Program Rehabilitation funding, the district has received approval of the plans for the project from the CDE. Plan approval is not required if request is for separate design apportionment; and,
- The district has or will comply with the Public Contract Code regarding all laws governing the use of force account labor; and,
- This district has or will comply with Education Code Section 17076.11 regarding at least a 3 percent expenditure goal for disabled veteran business enterprises; and,
- The district matching funds required pursuant to Sections 1859.77.1 or 1859.79 has either been expended by the district, deposited in the County School Facility Fund or will be expended by the district prior to the notice of completion for the project; and,
- The district has received the necessary approval of the plans and specifications from the Division of the State Architect unless the request is for a separate site and/or design apportionment; and,
- If the district is requesting site acquisition funds as part of this application, the district has complied with Sections 1859.74 through 1859.75.1 as appropriate; and,
- With the exception of an apportionment made pursuant to Section 1859.75.1, the district understands that the lack of substantial progress toward increasing the pupil capacity or renovation of its facilities within 18 months of receipt of any funding shall be cause for the rescission of the unexpended funds (refer to Section 1859.105); and,
- If the apportionment for this project was made pursuant to Section 1859.75.1, the district understands that the lack of substantial progress toward increasing the pupil capacity or renovation of its facilities within 12 months of receipt of any funding shall be cause for the rescission of the unexpended funds (refer to Section 1859.105.1); and,
- The district understands that funds not released within 18 months of apportionment shall be rescinded and the application shall be denied (refer to Section 1859.90); and,
- The statements set forth in this application and supporting documents are true and correct to the best of my knowledge and belief; and,
- All school facilities purchased or newly constructed under the project for use by pupils who are individuals with exceptional needs, as defined in Education Code Section 56026, shall be designed and located on the school site so as to maximize interaction between those individuals with exceptional needs and other pupils as appropriate to the needs of both; and,
- This form is an exact duplicate (verbatim) of the form provided by the OPSC. In the event a conflict should exist, the language in the OPSC form will prevail; and,
- The district understands that some or all of the State funding for the project must be returned to the State as a result of an audit pursuant to Sections 1859.105, 1859.105.1, 1859.106; and,
- The district has complied with the provisions of Sections 1859.76 and 1859.79.2 and that the portion of the project funded by the State does not contain work specifically prohibited in those Sections; and,
- If the SFP grants will be used for the construction or modernization of school facilities on leased land, the district has entered into a lease agreement for the leased property that meets the requirements of Section 1859.22; and,
- If the application contains a "Use of New Construction Grant" request, the district has adopted a school board resolution and housing plan at a public hearing at a regularly scheduled meeting of the governing board on _____
- as specified in Sections 1859.77.2, or 1859.77.3, as appropriate. The district's approved housing plan is as indicated (check all that apply):
  - ☐ 1. The district will construct or acquire facilities for housing the pupils with funding not otherwise available to the SFP as a district match within five years of project approval by the SAB and the district must identify the source of the funds. [Applicable for Sections 1859.77.2(a) and (b) and 1859.77.3(a) and (b)]
  - ☐ 2. The district will utilize higher district loading standards providing the loading standards are within the approved district's teacher contract and do not exceed 33:1 per classroom. [Applicable for Sections 1859.77.2(a) and (b) and 1859.77.3(a) and (b)]
  - ☐ 3. The pupils requested from a different grade level will be housed in classrooms at an existing school in the district which will have its grade level changed, to the grade level requested, at the completion of the proposed SFP project. [Applicable for Sections 1859.77.2(b) and 1859.77.3(b)]

- If the district requested additional funding for fire code requirements pursuant to Sections 1859.71.2 or 1859.78.4, the district will include the automatic fire detection/alarm system and/or automatic sprinkler system in the project prior to completion of the project; and,
- The district has consulted with the career technical advisory committee established pursuant to Education Code Section 8070 and the need for vocational and career technical facilities is being adequately met in accordance with Education Code Sections 51224, 51225.3(b), and 51228(b), and 52336.1; and,
- If the district is requesting an Additional Grant for Energy Efficiency pursuant to Sections 1859.71.3 or 1859.78.5, the increased costs for the energy efficiency components in the project exceeds the amount of funding otherwise available to the district; and,
- If this application is submitted after January 1, 2004 for modernization funding, the district has considered the potential for the presence of lead-containing materials in the modernization project and will follow all relevant federal, state, and local standards for the management of any identified lead; and,
- The district has initiated and enforced an LCP that has been approved by the DIR, pursuant to Labor Code Section 1771.7, if the project is funded from Propositions 47 or 55 and the Notice to Proceed for the construction phase of the project is issued on or after April 1, 2003 and before January 1, 2012; and,
- The district has contracted with the DIR for prevailing wage monitoring and enforcement pursuant to Labor Code Section 1771.3(a) in effect on January 1, 2012 through June 19, 2014, if the construction contract was awarded on January 1, 2012 through June 19, 2014 and the district has not obtained a waiver for the requirement, pursuant to Labor Code Section 1771.3(b) in effect on January 1, 2012 through June 19, 2014. The district understands that if it fails to meet this requirement, it will be required to repay all state bond funds received including interest; and,
- Beginning with the 2005/2006 fiscal year, the district has complied with Education Code Section 17070.75(e) by establishing a facilities inspection system to ensure that each of its schools is maintained in good repair; and,
- If this application is submitted pursuant to Section 1859.180, the district certifies that within six months of occupancy of the permanent classrooms, it will remove the replaced portables from the eligible school site and K–12 grade classroom use with the exception of schools described in Education Code Section 17079.30(c); and,
- The district has considered the feasibility of using designs and materials for the new construction or modernization project that promote the efficient use of energy and water, maximum use of natural light and indoor air quality, the use of recycled materials and materials that emit a minimum of toxic substances, the use of acoustics conducive to teaching and learning, and the other characteristics of high performance schools; and,
- If the district is requesting an additional grant for high performance incentive funding, the school district governing board must have a resolution on file that demonstrates support for the high performance incentive grant request and the intent to incorporate high performance features in future facilities projects; and,
- If this application is submitted when there is Insufficient Bond Authority, the district has adopted a school board resolution pursuant to Section 1859.95.1; and,
- The district will comply with all laws pertaining to the construction or modernization of its school building.

NAME OF DISTRICT REPRESENTATIVE (PRINT)	PHONE NUMBER
Dr. Steve Tietjen	(209) 381-6601
SIGNATURE OF DISTRICT REPRESENTATIVE	DATE
	1/3/2025

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

RESOLUTION NO. 2025-02
STATE BUILDING FUNDS APPLICATION

Whereas, the MERCED COUNTY OFFICE OF EDUCATION has eligibility for new construction and modernization projects and desires to apply for state funding under the Leroy F. Greene School Facilities Act of 1998 (Chap. 12.5, Part 10, Div. 1, commencing with Section 17070.10, et seq., of the Education Code) for the following projects

1. Pioneer Elementary New Construction - PTN # 10249-100;

And

Whereas, the Merced County Board of Education has decided to apply to the State School Building Program for State funds; and

Whereas, the Board of Education ("School Board") has determined that school facilities within the Merced County Office of Education (the "District"), within Merced County need to be constructed or modernized; and

Whereas, the Board of Trustees has reviewed the application for submittal to the Office of Public School Construction;

Now, therefore be it hereby resolved by the Merced County Board of Education, as follows:

Whereas, the State Allocation Board (SAB) has established an "Applications Received Beyond Bond Authority List" for projects that have been received.

Pursuant to Title 2, Code of California Regulations section 1859.95.1, the School Board of the Merced County Office of Education hereby acknowledges the following:

1. That the statements set forth in the application and supporting documents are true and correct to the best of our knowledge and belief;

2. That Dr. Steve Tietjen, County Superintendent of Schools, is hereby designated as District Representative of the District and is hereby authorized and directed to file, on behalf of the District, such applications with the State Allocation Board;

3. That the District agrees to pay its match of the total costs of the project unless the District qualifies for financial hardship funding, of which the District may only have to pay a portion or none of its share;

4. That the District certifies that the exact plans and specifications (P & S) for the project will be approved by DSA and CDE prior to requesting final apportionment.

5. The school board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this application;

6. The school board acknowledges that the State of California is not expected nor obligated to provide funding for the project and the acceptance of the application does not provide a guarantee of future State funding;

7. The school board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted;

8. The school board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's approved application may be returned;

9. The school board acknowledges that they are electing to commence any pre-construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities;

10. The school board acknowledges that, if bond authority becomes available for the Board to provide funding for the submitted application, the District must apply for financial hardship status, when applicable.

11. The school board acknowledges that, if bond authority becomes available for the Board to provide funding for the submitted application, the District must submit a Master Plan to OPSC.

Adopted this **21st** day of **January 2025** by the Merced County Board of Education.

AYES:
NOES:
ABSTAIN:
ABSENT:

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