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

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Contact

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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

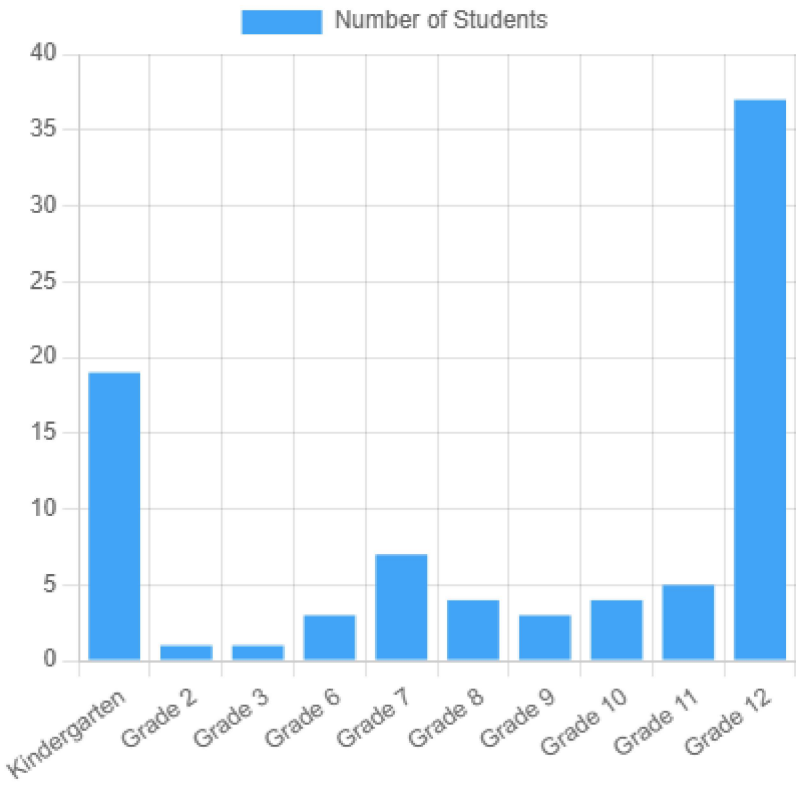
School Description and Mission Statement (School Year 2024–25)

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	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	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.	
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
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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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):

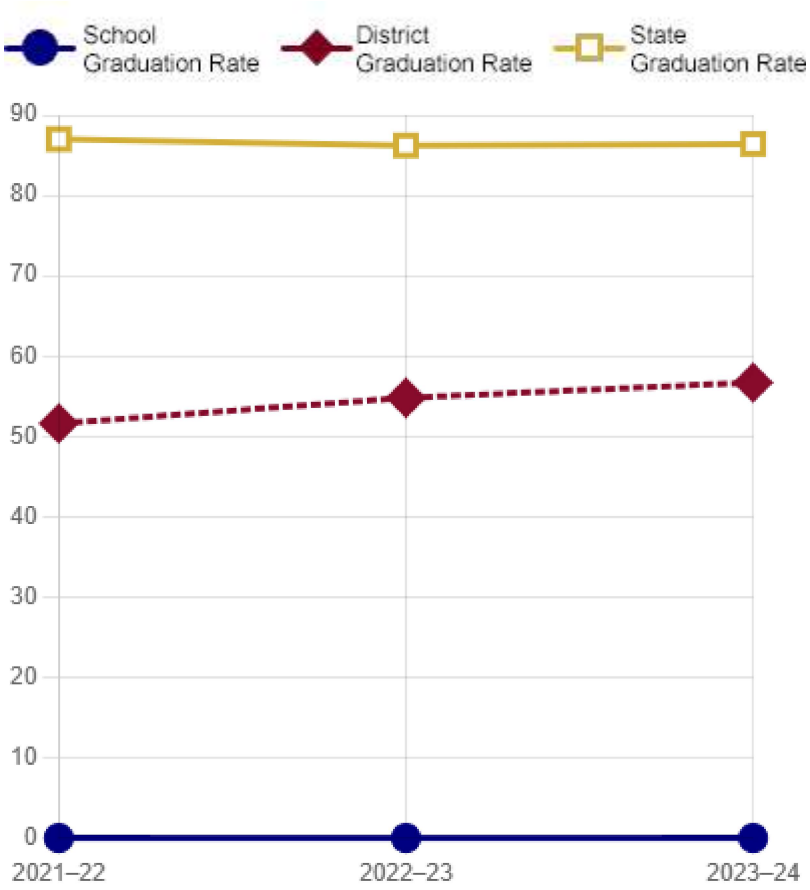
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

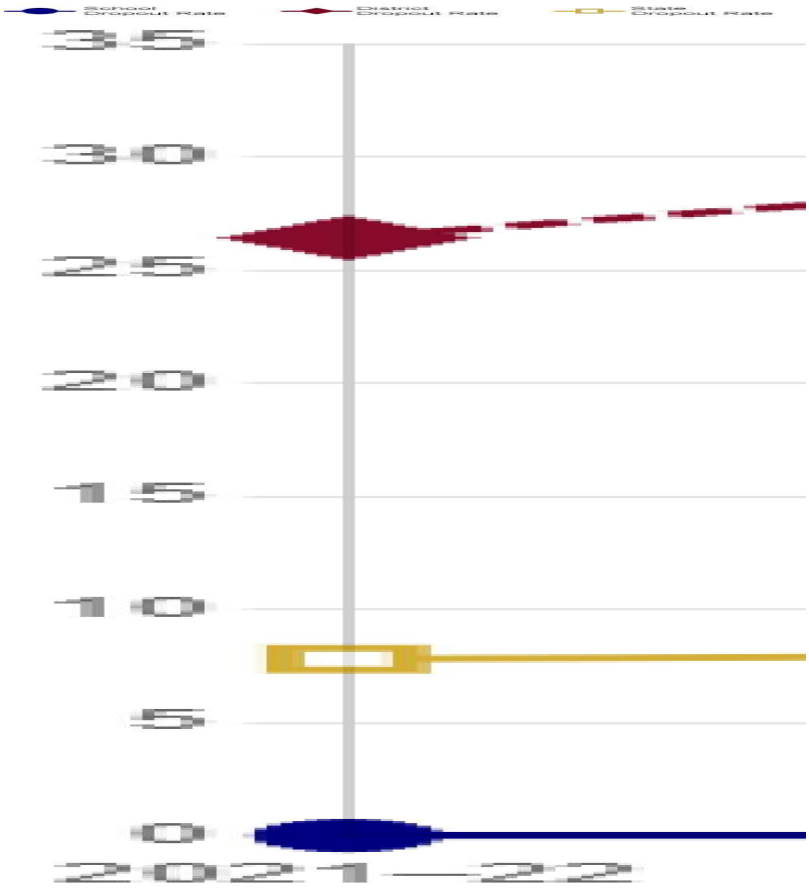
Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	--	--	--	51.6%	54.8%	56.7%	87.0%	86.2%	86.4%
Dropout Rate	--	--	--	26.4%	33.2%	25.7%	7.8%	8.2%	8.9%

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