AGENDA
MERCED COUNTY BOARD OF EDUCATION
October 20, 2025

REGULAR BOARD MEETING

Merced County Office of Education - 632 West 13th Street, Merced CA 95341 – Board Room

[These proceedings may be recorded.]

I. Open

A. Call to Order at _____ PM by Chairperson _____

B. Roll Call:

Dennis Hanks, Chairperson	_____
Geneva Brett, Vice Chairperson	_____
Frank Fagundes, Member	_____
Rodrigo Espinosa, Member	_____
Ryan Heller, Member	_____

C. Others Present: _____

II. Flag Salute – Pledge of Allegiance to the Flag

III. Consent Agenda:

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

A. Minutes of Regular Meeting on September 15, 2025

Motioned by _____ Seconded by _____ Vote _____

IV. Written Communications

A. Correspondence Received By Chairperson

B. Correspondence Received By Board Members

C. Correspondence Received By Superintendent

V. 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)*.

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

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

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

C. Superintendent's Report — Steve M. Tietjen
1. Excellence in Education – October 2, 2025
2. Merced County Education Foundation (MCEF) Fundraiser – October 18, 2025
3. County Superintendent Quarterly Meeting Updates

VII. Business Items for Action

A. "Gann" Limit [Resolution No. 2025-38] — Martin Fregoso, *Deputy Superintendent - Bus.Srvs.*

It is recommended that the Board of Education approve the **Resolution No. 2025-38** Adopting the "Gann" Limit

Motioned by _____ Seconded by _____ Vote _____

B. School Plan for Student Achievement (SPSA) 2025-2026 — Maria Duran-Barajas, *Director-Sp. Ed..*

It is recommended that the Board of Education approve the 2025-2026 School Plans for Student Achievement for Merced County Office of Education, Special Education, and Schelby School

Motioned by _____ Seconded by _____ Vote _____

C. Resolution for Exception to the 180-Day Wait Period — Martin Fregoso, *Deputy Superintendent -Bus Srvs.*

It is recommended that the Board of Education approve **Resolution No. 2025-37,** Declaration of 180-Day Wait Period Exception and Appointment of Janet Riley as extra Help Retired Annuitant to perform training and support for the Merced County Office of Education, effective November 1, 2025.

Motioned by _____ Seconded by _____ Vote _____

VIII. Adjournment: _____ PM

Motioned by _____ Seconded by _____ Vote _____

Americans with Disabilities Act Assistance: Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at (209) 381-6601 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to the meetings of the Merced County Board of Education.
(Government Code 54954.2) (Board Bylaw 9320 & 9322)

Availability of Documents for Public Inspection: Any disclosable public records related to an open session item on a regular meeting agenda and distributed by the Merced County Office of Education to all or a majority of the members of the Merced County Board of Education less than 72 hours before that meeting are available for public inspection in the Superintendent's Office at the Merced County Office of Education, 632 West 13th Street, Merced, CA 95341, during normal business hours. The agenda is made available on our website: www.mcoe.org *(Government Code 54957.5) (Board Bylaw 9320 & 9322)*

Merced County Board of Education

Consent Agenda

MERCED COUNTY
Office of Education
NURTURE • SERVE • LEAD

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

MINUTES
MERCED COUNTY BOARD OF EDUCATION
September 15, 2025

REGULAR BOARD MEETING

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

I. Opening

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

B. Members present were Dennis Hanks, Geneva Brett, Frank Fagundes, Rodrigo Espinosa, and Ryan Heller.

C. Others present: Emily Tietjen, Erika Davalos-Lemus, Nestor Herriquez, Marta Gracian, Tammy McNece, Manuel Cavazos, Nathan Quevedo, MikeeD Love-Asenjo, Laura Andrews, Stephanie Richardson, Cristina Vara, Laura Fong, Maria Cuevas, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent

II. Flag Salute – Pledge Allegiance to the Flag

III. Presentation:

A. Presentation of Plaques to MCOE Outstanding Classified, Certificated, and Management Employees for the Quarter ending September 2025

1. Classified Employee: Marta Gracian, Educational Services
2. Classified Employee: Soua Xiong, Special Education
3. Certificated Employee: Kristine Lindsey, Educational Services
4. Management Employee: Patrick Beiswanger, Special Education

Outstanding Employee Awards were presented to Marta Gracian, Educational Services, Outstanding Classified Employee; Outstanding Classified Employee, Souz Xiong, Special Education; Certificated Employee Kristine Lindsey with Educational Services; and Outstanding Management Employee Patrick Beiswanger, Special Education.

IV. Consent Agenda: Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent and considered separately. Information concerning Consent Agenda items will be provided to each Board member for study 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 August 18, 2025
B. **Resolution No. 2025-31** Recognizing October 12-18, 2025, as the Week of the School Administrator
C. **Resolution No. 2025-32** Proclaiming October 2025 as Character Education Month
D. Retirement Resolution:
   1. **Resolution No. 2025-33** Honoring Mikee-D Love-Asenjo

Rodrigo Espinosa moved, and **Geneva Brett** seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 5-0.

V. Written Communications

A. Correspondence Received By Chairperson: None.

B. Correspondence Received by Board Members: Board member Rodrigo Espinosa has moved but continues to live in the area he represents.

C. Correspondence Received by Superintendent: None.

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

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

VII. Future Agenda Items

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

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

B. Superintendent's Report:
1. Excellence in Education @ Merced Theatre – October 2, 2025
2. Career Industry Day @ Merced Fairgrounds – October 16, 2025
3. Merced County Education Foundation Fundraiser - October 18, 2025
4. MCSBA Conference – October 10-12, 2025 - Monterey, CA

C. Presentation – Special Education Programs & SELPA – Laura Fong

IX. Business Items for Action

A. Public Hearing – Sufficiency of Instructional Materials and Textbooks

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

It is recommended that the Board of Education approve **Resolution No. 2025-34,** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026 in **Schools Operated by the Merced County Office of Education**

Geneva Brett moved, and **Frank Fagundes** seconded a motion to approve Resolution No. 2025-34 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026 in Schools Operated by the Merced County Office of Education as submitted. The motion was carried with a vote of 5-0.

B. Public Hearing – Sufficiency of Instructional Materials and Textbooks

1. Review Sufficiency of Instructional Materials and Textbooks for Fiscal Year 2025-2026 at Merced Scholars Charter Schools Operated by the Merced County Office of Education in compliance with Education Code 60119. Presented by Director of Educational Services, Tara Hill.
2. Open Public Hearing: Dennis Hanks opened the public hearing. No comments were made.
3. Close Public Hearing: Dennis Hanks closed the public hearing.

It is recommended that the Board of Education approve **Resolution No. 2025-35,** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026

at **Merced Scholars Charter School** Operated by the Merced County Office of Education

Ryan Heller moved, and **Frank Fagundes** seconded a motion to approve Resolution No. 2025-35 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026 at Merced Scholars Charter School Operated by the Merced County Office of Education as submitted. The motion was carried with a vote of 5-0.

C. Public Hearing – Sufficiency of Instructional Materials and Textbooks

1 Review Sufficiency of Instructional Materials and Textbooks for Fiscal Year 2025-2026 at Come Back Charter School Operated by the Merced County Office of Education in compliance with Education Code 60119, presented by the Director of Educational Services, Tara Hill.

2. Open Public Hearing: Dennis Hanks opened the public hearing. No comments were made.

3. Close Public Hearing: Dennis Hanks closed the public hearing.

It is recommended that the Board of Education approve **Resolution No. 2025-36,** Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026 at **Come Back Charter School** Operated by the Merced County Office of Education

Frank Fagundes moved, and **Rodrigo Espinosa** seconded a motion to approve Resolution No. 2025-36 Declaration of Sufficient Instructional Materials and Textbooks for Fiscal Year 2025-2026 at Come Back Charter School Operated by the Merced County Office of Education as submitted. The motion was carried with a vote of 5-0.

D. CSBA 2025 Annual Education Conference & Trade Show

It is recommended that the Board of Education authorize Board Members to attend the CSBA Annual Education Conference & Trade Show, Dec. 3-5, 2025.

Geneva Brett moved, and **Ryan Heller** seconded a motion to authorize the Board Members to attend the CSBA Annual Education Conference & Trade Show.

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

The Board proceeded into Closed Session.

X. 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.

The Board will proceed into an Open Session.

XV. Adjournment

Frank Fagundes moved, and **Rodrigo Espinosa** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 4:20 PM. The motion was carried with a vote of 5-0.

Respectfully submitted,

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

SMT/mc

Merced County Board of Education

Superintendent's and Board Members Report

MERCED COUNTY
Office of Education
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MERCED COUNTY SCHOOL BOARD ASSOCIATION

Friday, October 10, 2025		
3:30 - 5:30 PM	Registration	Mark Thomas Foyer
	Visit Vendors	Big Sur 1-3
4:00 - 5:15 PM	**General Session 1 -**Newsflash! From Courtroom to Boardroom What You Need to Know to Stay Legally Compliant, Aimee Perry, Perry & Villareal LLP	Cypress 1-3
5:30 - 5:45 PM	Welcome and Introductions	Windjammer 1-4
6:00 PM	AALRR Reception, School Boards and Superintendents Roles and Relationships -- A Panel Discussion	Windjammer 1-4
Saturday, October 11, 2025		
7:00 AM	Registration	Mark Thomas Foyer
7:00 - 8:00 AM	Breakfast Buffet	Cypress 1-3
8:00 - 9:15 AM	**General Session 2 -** Brown Act, Thomas R. Manniello, Lozano Smith	Cypress 1-3
9:15 - 9:30 AM	Titanium Speaker, EVOLV & ICU Technologies	Cypress 1-3
9:30 - 9:55 AM	Visit Vendors	Big Sur 1-3
10:00 - 12:00 PM	Ethics Training, Peter Schaffert, AALRR	Cypress 1-3
10:00 - 12:00 PM	Curriculum Adoption (Alternative for Ethics Training), Robyn Palumbo and Kea Willett, MCOE	Windjammer 1-2
12:00 - 12:15 PM	Visit Vendors	Big Sur 1-3
12:15 - 1:00 PM	**Lunch and Mini Grant Winners**	Cypress 1-3
1:00 - 2:00 PM	Guest Speakers - Jack O'Connell and Kevin Gordon, Capitol Advisors Group	Cypress 1-3
2:00 - 3:00 PM	**Break Out 1**	
	Mahmoud Religious Opt-outs, David Soldani, AALRR	Windjammer 1-2
	Artificial Intelligence - Collective Bargaining Implications, Peter Schaffert, AALRR	Windjammer 3-4
3:00 - 3:15 PM	**Cookie and Coffee Break**	Big Sur 1-3
3:15 - 4:15 PM	**Break Out 2**	
	Mahmoud Religious Opt-outs, David Soldani, AALRR	Windjammer 1-2
	Artificial Intelligence - Collective Bargaining Implications, Peter Schaffert, AALRR	Windjammer 3-4
4:15 PM	Please visit vendors and dinner on your own	Big Sur 1-3
Sunday, October 12, 2025		
8:00 - 9:00 AM	Breakfast Buffet in Foyer	Cypress 1-3
9:00 - 9:15 AM	General Meeting	Cypress 1-3
9:15 - 10:30 AM	**General Session 3 -** Co-Creating a Culture of Meaningful Inclusion, Rightful Presence and Belonging, Kevin Schaefer, Supporting Innovative Practices	Cypress 1-3
10:30 - 11:00 AM	Raffle, Closing and Survey	Cypress 1-3



Congratulations, Excellence in Education Winners and Honorees!

Congratulations to the three county winners for School Employee, School Administrator and Teacher of the year!

- School Employee of the Year: **Nancy De Los Reyes** from the **Weaver Union School Distric**t
- School Administrator of the Year: **Ana Boyenga** from the **Atwater Elementary School District**
- Teacher of the Year: **Lilia Pulido Fernández** from the **Delhi Unified School District**

And congratulations to Human Resource Specialist Melissa Reyes, who was honored under the employee category; Senior Mathematics Coordinator (Now, Director of Continuous Improvement) Duane Habecker, who was honored under the administrator category; and Special Education Teacher Marisela Gamble, who was honored has under the teacher category.

Congratulations again to all of the winners and honorees.

MERCED COUNTY EDUCATION FOUNDATION

— FUNDRAISER TO BENEFIT —

ARTS & OUTDOOR

EDUCATION FOR MERCED COUNTY STUDENTS









OCT. 18, 2025

5:30 PM Social | 6:30 PM Dinner

MCOE Downtown Center
1715 Canal St, Merced, CA

Reserve tickets or tables at mcoe.org/mcefund

For more information or to reserve for check payment, call (209) 381-6602 or email mercedcountyedfoundation@gmail.com

MERCED COUNTY Office of Education
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County Superintendent of Schools

MCE Merced County Education FOUNDATION

CAMP GREEN MEADOWS OUTDOOR SCHOOL

Merced County Board of Education

Business Items for Action

MERCED COUNTY
Office of Education
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Merced County Board of Education
Dennis Hanks, Chairperson
Geneva Brett, Vice Chairperson
Frank Fagundes, Member
Rodrigo Espinosa, Member
Ryan Heller, Member

Resolution No. 2025-38
For Adopting the "Gann" Limit

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

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

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

Whereas, the district must establish a revised Gann Limit for the 2024-2025 fiscal year and a projected Gann Limit for the 2025-2026 fiscal year in accordance with the provisions of Article XIIB and applicable statutory law; and

Now Therefore Be It Resolved, that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2024-2025 and 2025-2026 years are made in accord with applicable constitutional and statutory law;

And Be It Further Resolved, that this Board does hereby declare that the appropriations in the Budget for the 2024-2025 and 2025-2026 fiscal years do not exceed the limitations imposed by Proposition 4;

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

ADOPTED October 20, 2025

_____

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

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2023-24 Actual**			**2024-25 Actual**		
Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the prior year Annual County LCFF Calculation funding exhibit.						
PRIOR YEAR APPROPRIATIONS LIMIT						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	7,169,183.64		7,169,183.64			7,291,641.92
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	12,937,919.84		12,937,919.84			13,158,915.07
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	20,107,103.48		20,107,103.48			20,450,556.99
PRIOR YEAR GANN ADA						
4. Program ADA (Preload/Line B3, PY column)	286.64		286.64			272.74
5. Other ADA (Preload/Line B4, PY column)	55,340.00		55,340.00			55,240.00
PRIOR YEAR LCFF						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, prior year Annual County LCFF Calculation)	7,490,678.00		7,490,678.00			7,490,678.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, prior year Annual County LCFF Calculation)	13,518,107.00		13,518,107.00			13,518,107.00
ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA	**Adjustments to 2023-24**			**Adjustments to 2024-25**		
ADJUSTMENTS TO PRIOR YEAR LIMIT						
8. Reorganizations and Other Transfers						
9. Temporary Voter Approved Increases						
10. Less: Lapses of Voter Approved Increases						
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
ADJUSTMENTS TO PRIOR YEAR ADA (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA						
15. Adjustments to Other ADA						
B. CURRENT YEAR GANN ADA						

		2024-25 Calculations			2025-26 Calculations		
		Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
	CURRENT YEAR PROGRAM ADA	2024-25 Annual Report			2025-26 Annual Estimate		
	Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1.	Total County Program ADA (Form A, Line B1d)	272.74		272.74	280.00		280.00
2.	Total Charter Schools ADA (Form A, Line C2d plus C6d)	0.00		0.00	0.00		0.00
3.	Total Current Year ADA (Lines B1 through B2)	272.74	0.00	272.74	280.00	0.00	280.00
		2024-25 P2 Report			2025-26 P2 Estimate		
	CURRENT YEAR DISTRICT ADA						
4.	Total District Gann ADA (Sum of all District Form GANN, Line B3)			55,240.00			55,304.00
C.	**CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE**	2024-25 Actual			2025-26 Budget		
	AID RECEIVED						
	TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1.	Homeowners' Exemption (Object 8021)	107,890.53		107,890.53	116,344.00		116,344.00
2.	Timber Yield Tax (Object 8022)	6.47		6.47	7.00		7.00
3.	Other Subventions/In-Lieu Taxes (Object 8029)	3,082.99		3,082.99	0.00		0.00
4.	Secured Roll Taxes (Object 8041)	16,493,411.84		16,493,411.84	16,300,173.00		16,300,173.00
5.	Unsecured Roll Taxes (Object 8042)	1,241,095.19		1,241,095.19	1,108,759.00		1,108,759.00
6.	Prior Years' Taxes (Object 8043)	39,678.35		39,678.35	34,538.00		34,538.00
7.	Supplemental Taxes (Object 8044)	337,872.86		337,872.86	519,679.00		519,679.00
8.	Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	301,259.01		301,259.01	381,929.00		381,929.00
9.	Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10.	Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00		0.00
11.	Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
12.	Comm. Redevelopment Funds (Objects 8047 & 8625)	1,442,107.31		1,442,107.31	938,248.00		938,248.00
13.	Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
14.	Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15.	Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
16.	Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17.	TOTAL TAXES AND SUBVENTIONS (Lines C1 through C16)	19,966,404.55	0.00	19,966,404.55	19,399,677.00	0.00	19,399,677.00

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	19,966,404.55	0.00	19,966,404.55	19,399,677.00	0.00	19,399,677.00
EXCLUDED APPROPRIATIONS						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			906,622.51			1,038,456.00
20b. Qualified Capital Outlay Projects						
OTHER EXCLUSIONS						
21. Americans with Disabilities Act						
22. Unreimbursed Court Mandated Desegregation Costs						
23. Other Unfunded Court-ordered or Federal Mandates						
24. TOTAL EXCLUSIONS (Lines C20 through C23)			906,622.51			1,038,456.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFF - CY (objects 8011 and 8012)	19,124,845.00		19,124,845.00	20,259,867.00		20,259,867.00
26. LCFF State Aid - Prior Years (Object 8019)	(7,063.00)		(7,063.00)	0.00		0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	19,117,782.00	0.00	19,117,782.00	20,259,867.00	0.00	20,259,867.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	149,102,059.97		149,102,059.97	142,416,808.00		142,416,808.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	2,284,467.60		2,284,467.60	2,284,467.60		2,284,467.60
D. APPROPRIATIONS LIMIT CALCULATIONS	**2024-25 Actual**			**2025-26 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			7,169,183.64			7,291,641.92
2. Inflation Adjustment			1.0362			1.0644
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.9515			1.0266
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			7,068,415.74			7,967,672.21
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			12,937,919.84			13,158,915.07

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
6. Inflation Adjustment			1.0362			1.0644
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			0.9982			1.0012
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			13,382,141.25			14,023,156.82
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			20,450,556.99			21,990,829.03
APPROPRIATIONS SUBJECT TO THE LIMIT						
10. Local Revenues Excluding Interest (Line C19)			19,966,404.55			19,399,677.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			1,390,774.95			3,629,608.03
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			332,315.66			375,428.37
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			20,298,720.21			19,775,105.37
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			1,058,459.29			3,254,179.67
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			20,298,720.21			
b. State Subventions (Line D13)			1,058,459.29			
c. Less: Excluded Appropriations (Line C24)			906,622.51			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			20,450,556.99			
15 Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)			0.00			
SUMMARY	**2024-25 Actual**			**2025-26 Budget**		
16 Adjusted Appropriations Limit (Lines D9 plus D15)			20,450,556.99			21,990,829.03
17 Appropriations Subject to the Limit (Line D14d)			20,450,556.99			

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
* Please provide below an explanation for each entry in the adjustments column.						

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Gann Contact Person	Contact Email Address	Contact Phone Number

2025/26 School Plans for Student Achievement

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

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

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

The School Site Council adopted the SPSA at a public meeting on Oct. 9, 2025. The SSC recommends the SPSA to the Board for the required annual approval.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merced County Special Education	24102496069199	October 9, 2025	October 20, 2025

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

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

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

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

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

Schoolwide Program

Comprehensive Support and Improvement

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

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

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Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

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

Merced County Special Education has aligned this plan with the CSI Monitoring and Evaluation plan found in the Merced County Office of Education LCAP. While the actions and services contained within that LCAP are geared more towards our Court and Community School Programs, Merced County Special Education is aligned to the following MCOE LCAP goals:
-All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, Math, and English proficiency.
-All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities.
-Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards and lead to an Alternate Diploma Pathway course of study aligned with state standards.
-Merced County Special Education COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, and maintain facilities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The Merced County Special Education staff and parents provided input on this plan by participating in a survey. The results of the survey were used for the development of the 2025-2026 SPSA. The Assistant Superintendent of Special Education, Coordinators, Directors, and Fiscal Managers were consulted for the development of the SPSA as well.

The Merced County Special Education Schools School Site Council and English Learners Advisory Committee reviewed and approved the SPSA on October 9, 2025.

Resource Inequities

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Merced County Special Education continues to face significant challenges as reflected on the California Dashboard. The indicators on the California Dashboard that Merced County Special Education had in the red were: English Language Arts was 71.6 points below standard, the College and Career indicator for students with disabilities was 0% prepared when compared to general education peers, and the English Learner Progress Indicator had 28% EL students making progress, and the graduation rate for students with disabilities was 8.5%, which was 9.3% lower than the previous year. These results highlight the urgent need for targeted interventions and strategic supports to improve outcomes for students with disabilities.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.83%	0.67%	0.64%	7	6	6
African American	5.07%	4.69%	4.67%	43	42	44
Asian	4.36%	5.14%	4.88%	37	46	46
Filipino	0.47%	0.78%	0.74%	4	7	7
Hispanic/Latino	70.28%	71.96%	72.08%	596	644	679
Pacific Islander	0.35%	0.56%	0.74%	3	5	7
White	16.27%	14.08%	13.69%	138	126	129
Two or More Races	2.36%	2.12%	2.34%	20	19	22
Not Reported	0%	%	0.21%	0		2
	Total Enrollment			848	895	942

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			61
Kindergarten	69	59	
Grade 1	72	65	
Grade 2	52	78	
Grade3	60	52	
Grade 4	55	64	
Grade 5	58	52	
Grade 6	51	56	
Grade 7	48	52	
Grade 8	57	52	
Grade 9	46	55	
Grade 10	54	48	
Grade 11	54	55	
Grade 12	172	162	
Total Enrollment	848	895	

Conclusions based on this data:

1. 2024-25 there was an increase in student enrollment in the Hispanic student group when compaired to the other groups.
2. Transitional Kindergarten was the only data in enrollment by grade levek, unsure the reason.
3. The two subgroups with the greatest change in enrollment numbers were: second grade had an increase of 26 points and grade 12 had a decline of 10 points from 2022-22024.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	236	236	207	27.8%	26.4%	22.0%
Fluent English Proficient (FEP)	38	50	62	4.5%	5.6%	6.6%

Conclusions based on this data:

1. The percent of ELs decreased by 29 students from 2023-24 to 2024-25.
2. The number of EL students that are classified as Fluent English Proficient continues to increase from 38 in 2022-23 to 62 in 2024-25, that is 24 students in 3 years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. There was a decrease in the percentage of the students that were tested in the grades 5th and 11th when compared to 100% of the students being tested in 2022-23.
2. The overall achievement of students not meeting standards decreased from 93.94% to 89.23% from 2022-2024.
3. The percentage of students below standards for all grade subgroup in writing, decreased from 96.97% to 89.23%, indicating there are 7.74% less of students being in the % Below Standard subgroup.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2376.	*	*	0.00	*	*	13.33	*	*	0.00	*	*	86.67	*	*
Grade 6	*	2303.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 7	*	2349.	2363.	*	0.00	0.00	*	0.00	0.00	*	0.00	14.29	*	100.0	85.71
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	2429.	*	*	8.33	*	*	0.00	*	*	0.00	*	*	91.67
All Grades	N/A	N/A	N/A	0.00	0.00	3.08	3.64	0.00	1.54	1.82	3.03	4.62	94.55	96.97	90.77

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	3.64	0.00	3.08	5.45	6.06	10.77	90.91	93.94	86.15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.08	18.18	18.18	24.62	81.82	81.82	72.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	25.45	28.79	49.23	74.55	71.21	50.77

Conclusions based on this data:

1. There was a decrease in the percentage of the students that were tested in the grades 5th and 11th when compared to 100% of the students being tested in 2022-23.
2. The percentage of overall achievement for 7th grade students, % of standards nearly met went from 0% in 2022-23 to 14.29% in 2023-24.

3. The percentage of overall achievement for all students, decreased from 96.97% to 90.77%, indicating there are 6.2% less of students being in the % Below Standard subgroup.

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School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades										7	9	7

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00			0.00			0.00			100.0			17		
1	0.00	*		0.00	*		0.00	*		100.0	*		17	*	
2	0.00		*	0.00		*	0.00		*	100.0		*	12		*
3	0.00			0.00			0.00			100.0			16		
4	0.00			0.00			0.00			100.0			13		
5	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*	15	*	*
6	*	*		*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The lack of ELPAC data results is due to all our students with the exception of students with emotional disabilities are testing using the Alternate ELPAC, not the ELPAC that tis data is based on. The Alternate ELPAC data is not reflected in this data.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
895	**68.9%**	**26.4%**	**2.5%**
Total Number of Students enrolled in Merced County Special Education.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	236	26.4%
Foster Youth	22	2.5%
Homeless	3	0.3%
Socioeconomically Disadvantaged	617	68.9%
Students with Disabilities	894	99.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	4.7%
American Indian	6	0.7%
Asian	46	5.1%
Filipino	7	0.8%
Hispanic	644	72%
Two or More Races	19	2.1%
Pacific Islander	5	0.6%
White	126	14.1%

Conclusions based on this data:

1. Students with disabilities are 99.9% of student population.

2. Hispanic students are the largest ethnic group at 72%.

3. 68.9% of the students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There was a decline in the ELA status to red, Math stayed at yellow.
2. Students' suspension rates color status improved from orange in 2023 to green in 2024.
3. Graduation rate and College/Career Indicators stayed in red.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	Orange
71.6 points below standard	53.4 points below standard	56.8 points below standard
Declined 4.7 points	Maintained 2.7 points	Declined 10.5 points
289 Students	89 Students	35 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	75.2 points below standard
7 Students	3 Students	Declined 11.8 points
		213 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
71.6 points below standard	112.2 points below standard	Less than 11 Students
Declined 4.7 points	Increased 64.1 points	3 Students
289 Students	12 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
42.5 points below standard	Less than 11 Students	69.8 points below standard
12 Students	3 Students	Declined 6.9 points
		211 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
Less than 11 Students	Less than 11 Students	82.5 points below standard
8 Students	1 Student	Declined 12.6 points
		41 Students

Conclusions based on this data:

1. The White subgroup is 10.9 points below the All Students subgroup.
2. Although African-American student group did not have a performance color, they had an increase of 64.1 points below standard.
3. The Long -Term English Learners student group declined 10.5 points below standard, performing better than the all students group.

School and Student Performance Data

Academic Performance
Mathematics

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 Orange
89.4 points below standard	74.7 points below standard	94.0 points below standard
Maintained 2.7 points	Increased 5.1 points	Declined 25.1 points
283 Students	80 Students	32 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	Less than 11 Students	92.9 points below standard
6 Students	3 Students	Declined 3.0 points
		208 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
89.4 points below standard	108.0 points below standard	Less than 11 Students
Maintained 2.7 points	Increased 91.5 points	2 Students
283 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
59.8 points below standard	Less than 11 Students	90.8 points below standard
14 Students	3 Students	Declined 3.6 points
		206 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	78.6 points below standard
7 Students	1 Student	Increased 19.3 points
		37 Students

Conclusions based on this data:

1. Students groups of English Learners and White math performance fell within the yellow, both saw an increase in their performance from previous year.
2. Although African-American student group did not have a performance level, they performed farther from the standard, (African-American 108 points below standard, increased 91.5 points as compared to previous year.
3. All students and student groups were orange or yellow, none in the red.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Red	Red
28% making progress.	23.8% making progress.
Number Students: 186 Students	Number Students: 101 Students

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

2024 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.5%	1.6%	0%	1.1%

Conclusions based on this data:

1. Although EL and LTEL students made progress they are still fall in the red color.
2. 1.1% of students progressed at least one ELPI level, whereas .5% saw a decrease in one ELPI level.
3. 1.6% of students maintained the Levels 1-3H.

School and Student Performance Data

Academic Performance
College/Career Report

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



Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	No Performance Color	No Performance Color
0 Prepared	0 Prepared	0 Prepared
Declined 7.3	Declined 15.4	Declined 16.7
47 Students	14 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students 0	0 Students	0 Prepared
2 Students		Declined 8.3
		43 Students

Students with Disabilities	African American	American Indian
 Red 0 Prepared Declined 7.3 47 Students	 No Performance Color Less than 11 Students 0 3 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color 0 Students	 Red 0 Prepared Declined 11.8 31 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 0 1 Student	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 9 Students

Conclusions based on this data:

1. Only 7.3 percent of all students are prepared according to the College/Career Indicator.
2. The following student groups saw a decline: students with disabilities (declined 7.3 points), ELs (declined 15.4), LTELS (declined 16.7) in their college/career performance.
3. 0% of the students are prepared in the area of College/Career performance.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
49.4% Chronically Absent	45.6% Chronically Absent	41.4% Chronically Absent
Declined 12.6	Declined 16.4	Declined 19.9
618 Students	149 Students	29 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
36.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	50.9% Chronically Absent
Declined 26.3	4 Students	Declined 14.2
19 Students		466 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
49.4% Chronically Absent	43.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 12.6	Declined 26.7	4 Students
618 Students	30 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
43.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	53.2% Chronically Absent
Declined 16.4	6 Students	Declined 10.7
39 Students		455 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
41.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	31.9% Chronically Absent
Declined 25	3 Students	Declined 15.6
12 Students		69 Students

Conclusions based on this data:

1. There was a decline in chronic absenteeism for all student groups, implying there is an increase in students attending school.
2. The subgroups English Learners (-10.5), Socioeconomically Disadvantaged (-8.1), and Students with Disabilities (-10.2) saw a significant decline when compared to Foster Youth who only decreased by .8 points.
3. The White subgroup has the best attendance (31.9% chronically absent), although it is still in the orange level.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 No Performance Color	 No Performance Color
8.5% graduated	7.1% graduated	7.1% graduated
Declined 9.3%	Declined 8.2%	Declined 9.5%
47 Students	14 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - data not displayed for privacy	0 Students	7% graduated
2 Students		Declined 11.4%
		43 Students

Students with Disabilities	African American	American Indian
 Red 8.5% graduated Declined 9.3% 47 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 0 Students	 Red 6.5% graduated Declined 10.7% 31 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students

Conclusions based on this data:

1. Merced County Special Education graduation rate is very low about 8.5%. The Dashboard data does not take into account students who receive the Certificate of Completion or Alternate Pathway to a Diploma.
2. The following subgroups had a decline in their graduation rate: English Learners (8.2%), LTEL (9.5%), Socioeconomically Disadvantaged (11.4%), and Students with Disabilities (9.3%).

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	5	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 Yellow
1.9% suspended at least one day	0.8% suspended at least one day	1.6% suspended at least one day
Declined 0.6%	Increased 0.4%	Increased 1.6%
984 Students	253 Students	127 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 Orange	 No Performance Color	 Green
16.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.2% suspended at least one day
Declined 1%	7 Students	Declined 0.7%
31 Students		713 Students

Students with Disabilities	African American	American Indian
 Green	 Yellow	 No Performance Color
1.9% suspended at least one day	6.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.6%	Declined 3.9%	7 Students
978 Students	49 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.3% suspended at least one day
Maintained 0%	7 Students	Maintained 0.1%
50 Students		704 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
4.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.3% suspended at least one day
Declined 3.8%	5 Students	Declined 1%
22 Students		140 Students

Conclusions based on this data:

1. The suspension rate declined.6% for all student groups which fell in the green performance level..
2. The African American had the largest decline of 3.9%, but still fall within the yellow performance level.
3. ELs, SWD, and Socioeconomically Disadvantaged fell within the green range.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- Actions: 1.14, 1.15, 1.16, 1.19

Identified Need

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

We have a need to increase our graduation rates and our College and Career Indicator outcomes. The CA School Dashboard for 2024 reports that we have a 8.5% graduation rate and 0% of our students were prepared for College or Career. However, the California Dashboard is believed not to be an accurate reflection of the graduation rate of students with moderate to severe disabilities since it does not capture students who earned a certificate of completion, an alternate pathway to a diploma. We believe that the Dashboard Alternative School Status (DASS): One Year Graduation Rate Report is a better indicator of the graduation rate of students with moderate to severe disabilities. The DASS graduation rate for students with disabilities is 90.9% compared to the 8.5% graduation rate as noted on the California Dashboard. Further, we also believe the data was impacted by a data governance issue and we will be implementing new processes incorporating our Student Information System and CALPADS to address some of these coding issues. These steps along with the strategies and activities will help address the identified areas of need.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Alternative School Status (DASS): One-Year Graduation Rate Report	SPED: Graduation Rate: ALL 90.9% HISPANIC 92.1% SED 89.7% SWD 90.7%	SPED: Graduation Rate: ALL 93% HISPANIC 93% SED 91% SWD 93%
California State Dashboard: College and Career Indicator	SPED: CCI Indicator: ALL 0% SED 0% SWD 0%	SPED: CCI Indicator: ALL 3% SED 3% SWD 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action 1.14: SPED: Expanded Work Opportunities: All students with disabilities, including students who are socio-economically disadvantaged, and who	All Students	56,365.61 Special Education

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	participate in the Work-Based Learning Experiences, will be provided expanded work opportunities such as the Wired Cafe, El Capitan Hotel, and "Blooming Futures" Initiative among various other work sites spread out around the county.		1000-1999: Certificated Personnel Salaries
1.2	Action 1.15: SPED: Supplemental Curriculum & Training: The California Dashboard shows a need for improvement in the College and Career Indicator. MCOE Special Education is dedicated to preparing high school students for success after graduation, due to this, a new curriculum "Job Ready Project Discovery" will be adopted. It focuses on career-readiness measures and preparing students for employment and independent living after high school. Transition Curriculum "Project Discovery" and Training will be provided to teachers, and coordinators on the new Transition curriculum that focuses on college and career exploration/preparation and is designed to prepare a student with an IEP for employment and independent living.	All Students	37,917.40 Special Education 4000-4999: Books And Supplies 45,000.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.3	Action 1.16: SPED: Alternate Pathway to a Diploma Professional Development: The California Dashboard shows a need for improvement in the Graduation Rate. Professional development will be provided to coordinators and teachers on the new Alternate Pathway to a Diploma course of study aligned with state standards. The training includes the grading rubric and instruction in various subject matters.	All Students	12,785.94 Special Education 1000-1999: Certificated Personnel Salaries
1.4	Action 1.19: SPED: Alignment of Curriculum to Course of Study: Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards.	All Students	43,991.66 Special Education 2000-2999: Classified Personnel Salaries
1.5	Provide language support to English Learner (EL) students in order for them to be able to access the curriculum and participate in instruction.	EL Students	33,492.00 Title III
1.6	Teachers and support staff will receive specialized coaching and tools to enhance instruction for students with moderate to severe disabilities, promoting consistent practices in the implementation of the adopted curriculum, fostering consistency, higher graduation rates, and long-term student success.	All Students	448,820.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1.7	To ensure students' continuous access to technology for our core and supplemental curriculum and communication, a strategic	All Students	660,215.00 Comprehensive Support and Improvement (CSI)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	technology refresh plan to provide devices/accessories/connection/repair to our students and instructional staff for learning and enrichment purposes.		4000-4999: Books And Supplies
1.8			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Actions: 2.9, 2.10. 2.11

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard: Suspension Rate Indicator (2024)	SPED: Suspension Rate Foster Youth 16.1% African American 6.1%	SPED: Suspension Rate Foster Youth 14% African American 4%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Action 2.9: SPED: Foster Youth: The CA School Dashboard shows a need for improvement in the suspension rate for our Foster Youth (FY). We will provide annual training for our staff from our County Office Foster Youth Coordinating Program in trauma-informed care and practice and understanding the law supporting FY.	Foster Youth	0 None Specified None Specified
2.2	Action 2.11: SPED: Safe School Environment: The CA School Dashboard shows high rates of suspension within our FY and African American student groups. To address these needs and to promote a safe school learning environment, we will employ a Campus Supervisor to build rapport with students and maintain a safe school environment.	All Students; Foster Youth and African American	18,864.52 Title IV 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			44,017.22 Special Education 2000-2999: Classified Personnel Salaries
2.3	Provide Behavior Support Specialist or behavioral instructional aides to assist the teachers and instructional aides to enable students to better access curriculum and instruction, as well as to minimize challenging behaviors.		221,229.01 Title I 2000-2999: Classified Personnel Salaries
2.4	Action 2.10: The CA School Dashboard data shows that the two groups with the highest suspension rates are the Foster Youth and African American student population. To address this need, we will provide administrative and staff training on using alternative discipline options to suspension such as Restorative Justice.		3,731.18 Professional Development Block Grant

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$347,929.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,626,429.54
Total Federal Funds Provided to the School from the LEA for CSI	$1,154,035.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$1,154,035.00
Title I	$221,229.01
Title III	$33,492.00
Title IV	$18,864.52

Subtotal of additional federal funds included for this school: $1,427,620.53

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

State or Local Programs	Allocation ($)
None Specified	$0.00
Professional Development Block Grant	$3,731.18
Special Education	$195,077.83

Subtotal of state or local funds included for this school: $198,809.01

Total of federal, state, and/or local funds for this school: $1,626,429.54

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	1,154,035.00
None Specified	0.00
Professional Development Block Grant	3,731.18
Special Education	195,077.83
Title I	221,229.01
Title III	33,492.00
Title IV	18,864.52

Expenditures by Budget Reference

Budget Reference	Amount
	37,223.18
1000-1999: Certificated Personnel Salaries	69,151.55
2000-2999: Classified Personnel Salaries	328,102.41
4000-4999: Books And Supplies	743,132.40
5800: Professional/Consulting Services And Operating Expenditures	448,820.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	705,215.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	448,820.00
None Specified	None Specified	0.00
	Professional Development Block Grant	3,731.18

1000-1999: Certificated Personnel Salaries	Special Education	69,151.55
2000-2999: Classified Personnel Salaries	Special Education	88,008.88
4000-4999: Books And Supplies	Special Education	37,917.40
2000-2999: Classified Personnel Salaries	Title I	221,229.01
	Title III	33,492.00
2000-2999: Classified Personnel Salaries	Title IV	18,864.52

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,338,587.61
Goal 2	287,841.93

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Esperanza Elias V	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 9, 2025.

Attested:

Principal, Maria Duran-Barajas on October 9, 2025

SSC Chairperson, Kristin Butler on October 9, 2025

— MERCED COUNTY —
Office of Education
Steve M. Tietjen, Ed.D. | County Superintendent of Schools
632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

Resolution Number 2025-37

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

October 20, 2025

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

WHEREAS, (Janet Riley) CalPERS Id #6167725723 retired from the Merced County Office of Education from the position of Deputy Superintendent, Business Services, effective October 01, 2025; and

WHEREAS, Gov. Code section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date. which is (date 181st day after retirement) without this certification resolution; and

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

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

WHEREAS, the Merced County Schools are the beneficiary of the Smith Scholarship Trusts and benefit from the Merced County Education Foundation, which funds scholarships and other activities for TK-Adult students within Merced County;

WHEREAS, Janet Riley is the staff member who is most knowledgeable of the above programs and retired on October 1, 2025;

WHEREAS, the Merced County Board of Education hereby appoints Janet Riley as an extra help retired annuitant to perform the duties of training staff for the Merced County Office of Education under Gov. Code section 21224. effective October 21, 2025, as an Assistant Director – Financial Services;

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

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

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

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

WHEREAS, the maximum 2024-25 base salary for this position is ($11,492) and the hourly equivalent is ($66.05), and the minimum base salary for this position is ($10,015) and the hourly equivalent is ($57.56); and

WHEREAS, the hourly rate paid to Janet Riley will be ($66.05), and

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

WHEREAS, Janet Riley will certify in writing after acceptance of the offer of employment that she is not and has not received any unemployment insurance compensation arising out of her prior employment with the MCOE,

THEREFORE, BE IT RESOLVED THAT the Merced County Office of Education hereby certifies the nature of the appointment of Janet Riley as described herein and detailed in the attached employment agreement/contract/appointment document and that this appointment is necessary to fill the critically needed extra help to complete tax returns and analyze financial statements of Virginia and Cyril Smith Trusts and Merced County Education Foundation, and other projects for the Merced County Office of Education by October 21, 2025 and ending June 30, 2026.

(Signatures and other notations as per usual for resolution by governing body name, including vote count)

ADOPTED, SIGNED, AND APPROVED this **20th** day of **October**, **2025.**

_____
Dennis Hanks, Chairperson
Merced County Board of Education

I, **Steve M. Tietjen**, Clerk of the Governing Board of the Merced County Board of Education, do hereby certify that the foregoing Resolution was adopted by the Board of Education of said County Office at the meeting of the Board of Education held on the 20th day of October 2025, and it was adopted by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

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