

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	
Grade 3	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 compared to the other groups.
2. Transitional Kindergarten was the only data in enrollment by grade level, 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 2022-2024.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7	6	7	7	6	7	7	6	7	100.0	100	100
Grade 4	5	9	7	5	9	7	5	9	7	100.0	100	100
Grade 5	10	7	10	10	5	9	10	5	9	100.0	71.4	90
Grade 6	15	9	7	15	9	6	15	9	6	100.0	100	85.7
Grade 7	11	14	8	11	14	8	11	14	8	100.0	100	100
Grade 8	9	10	11	9	10	11	9	10	11	100.0	100	100
Grade 11	9	14	11	9	12	10	9	12	10	100.0	85.7	90.9
All Grades	66	69	61	66	65	58	66	65	58	100.0	94.2	95.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	2391.	*	*	0.00	*	*	9.09	*	*	9.09	*	*	81.82
Grade 11	*	2421.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67	*
All Grades	N/A	N/A	N/A	1.52	0.00	0.00	0.00	6.15	5.17	4.55	4.62	12.07	93.94	89.23	82.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.08	3.45	37.88	29.23	29.31	62.12	67.69	67.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.52	0.00	0.00	1.52	10.77	13.79	96.97	89.23	86.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.52	7.69	1.72	60.61	44.62	53.45	37.88	47.69	44.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	42.42	30.77	39.66	57.58	69.23	60.34

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7	6	7	7	6	7	7	6	7	100.0	100	100
Grade 4	5	9	7	5	9	7	5	9	7	100.0	100	100
Grade 5	10	7	10	10	5	9	10	5	9	100.0	71.4	90
Grade 6	15	9	7	15	9	6	15	9	6	100.0	100	85.7
Grade 7	11	14	8	11	14	8	11	14	8	100.0	100	100
Grade 8	9	10	11	9	10	11	9	10	11	100.0	100	100
Grade 11	9	14	11	9	12	10	9	12	10	100.0	85.7	90.9
All Grades	66	69	61	66	65	58	66	65	58	100.0	94.2	95.1

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	2364.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	*	2429.	*	*	8.33	*	*	0.00	*	*	0.00	*	*	91.67	*
All Grades	N/A	N/A	N/A	0.00	3.08	0.00	0.00	1.54	1.72	3.03	4.62	1.72	96.97	90.77	96.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.08	0.00	6.06	10.77	6.90	93.94	86.15	93.10

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.08	0.00	18.18	24.62	18.97	81.82	72.31	81.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	1.72	28.79	49.23	29.31	71.21	50.77	68.97

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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
All Grades										9	7	8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2		*	*		*	*		*	*		*	*
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
9		*	*		*	*		*	*		*	*
10	*		*	*		*	*		*	*		*
11		*	*		*	*		*	*		*	*
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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group																	
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #ccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #eee;"> <td>71.6 points below standard</td> </tr> <tr> <td>Declined 4.7 points</td> </tr> <tr> <td>289 Students</td> </tr> </tbody> </table>	All Students	 Red	71.6 points below standard	Declined 4.7 points	289 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #ccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #eee;"> <td>53.4 points below standard</td> </tr> <tr> <td>Maintained 2.7 points</td> </tr> <tr> <td>89 Students</td> </tr> </tbody> </table>	English Learners	 Orange	53.4 points below standard	Maintained 2.7 points	89 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #ccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td> Orange</td> </tr> <tr style="background-color: #eee;"> <td>56.8 points below standard</td> </tr> <tr> <td>Declined 10.5 points</td> </tr> <tr> <td>35 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 Orange	56.8 points below standard	Declined 10.5 points	35 Students
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<p>Students with Disabilities</p> <p> Red</p> <p>71.6 points below standard</p> <p>Declined 4.7 points</p> <p>289 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>112.2 points below standard</p> <p>Increased 64.1 points</p> <p>12 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>42.5 points below standard</p> <p>12 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p> <p> Orange</p> <p>69.8 points below standard</p> <p>Declined 6.9 points</p> <p>211 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p> <p> Red</p> <p>82.5 points below standard</p> <p>Declined 12.6 points</p> <p>41 Students</p>

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

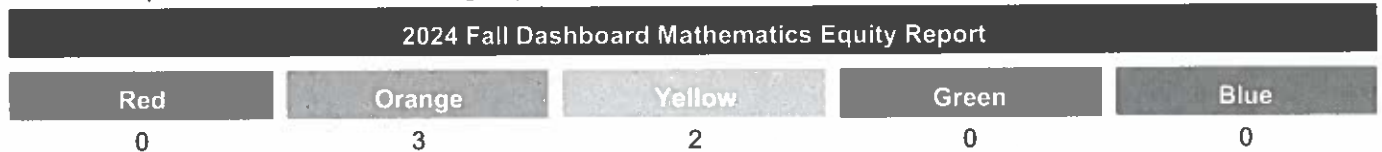
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This section provides number of student groups in each level.



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

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

<p>Students with Disabilities</p>  <p>Orange</p> <p>89.4 points below standard</p> <p>Maintained 2.7 points</p> <p>283 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>108.0 points below standard</p> <p>Increased 91.5 points</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>59.8 points below standard</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>90.8 points below standard</p> <p>Declined 3.6 points</p> <p>206 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>78.6 points below standard</p> <p>Increased 19.3 points</p> <p>37 Students</p>

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  Red 28% making progress. Number Students: 186 Students	Long-Term English Learner Progress  Red 23.8% making progress. 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 0.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 1.6%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

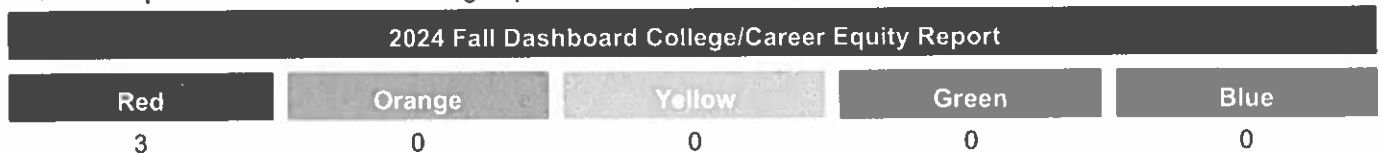
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>0 Prepared</p> <p>Declined 7.3</p> <p>47 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 15.4</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>Declined 16.7</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0 Prepared</p> <p>Declined 8.3</p> <p>43 Students</p>

<p>Students with Disabilities</p> <p> Red</p> <p>0 Prepared</p> <p>Declined 7.3</p> <p>47 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Red</p> <p>0 Prepared</p> <p>Declined 11.8</p> <p>31 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>

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 49.4% Chronically Absent Declined 12.6 618 Students	 Orange 45.6% Chronically Absent Declined 16.4 149 Students	 No Performance Color 41.4% Chronically Absent Declined 19.9 29 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 36.8% Chronically Absent Declined 26.3 19 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 Yellow 50.9% Chronically Absent Declined 14.2 466 Students

<p>Students with Disabilities</p>  <p>Yellow</p> <p>49.4% Chronically Absent</p> <p>Declined 12.6</p> <p>618 Students</p>	<p>African American</p>  <p>Orange</p> <p>43.3% Chronically Absent</p> <p>Declined 26.7</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>Orange</p> <p>43.6% Chronically Absent</p> <p>Declined 16.4</p> <p>39 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>53.2% Chronically Absent</p> <p>Declined 10.7</p> <p>455 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>41.7% Chronically Absent</p> <p>Declined 25</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>31.9% Chronically Absent</p> <p>Declined 15.6</p> <p>69 Students</p>

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

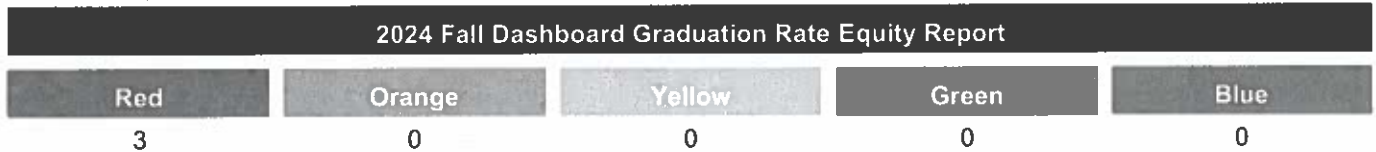
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

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

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

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

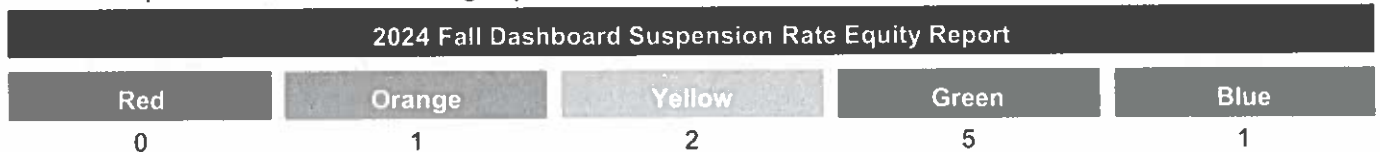
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p> Green</p> <p>1.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>984 Students</p>	<p>English Learners</p> <p> Green</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>253 Students</p>	<p>Long-Term English Learners</p> <p> Yellow</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>127 Students</p>
<p>Foster Youth</p> <p> Orange</p> <p>16.1% suspended at least one day</p> <p>Declined 1%</p> <p>31 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>2.2% suspended at least one day</p> <p>Declined 0.7%</p> <p>713 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>978 Students</p>	<p>African American</p>  <p>Yellow</p> <p>6.1% suspended at least one day</p> <p>Declined 3.9%</p> <p>49 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>50 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>704 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Declined 3.8%</p> <p>22 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>White</p>  <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 1%</p> <p>140 Students</p>

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 Pathway to a Diploma, 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 "Job Ready 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 that increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: 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 Youth 16.1% Foster 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
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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

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