

Floyd A. Schelby
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 6738 North Sultana Dr.
Livingston, CA , 95334-9733

Principal: Mrs. Heather Barco, Coordinator

Phone: (209) 394-1842

Grade Span: P-12+

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Mrs. Heather Barco, Coordinator

📍 Principal, Floyd A. Schelby

Contact

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

Phone: [\(209\) 394-1842](tel:2093941842)

Email: hbarco@mcoe.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

School Description and Mission Statement (School Year 2025–26)

Floyd A. Schelby School is a special education program within the Special Education Department of the Merced County Office of Education (MCOE). Schelby serves students from preschool through age 22 with moderate to severe disabilities, including: intellectual disabilities, speech or language impairment, visual impairment, emotional disabilities, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury.

Schelby provides individualized, specialized instruction and related services aligned to each student's Individualized Education Program (IEP). Related services include speech and language therapy, occupational therapy, adapted physical education, nursing and audiological services, services for students who are visually impaired or deaf/hard of hearing, orientation and mobility, vocational training, inclusive practices, and assistive technology.

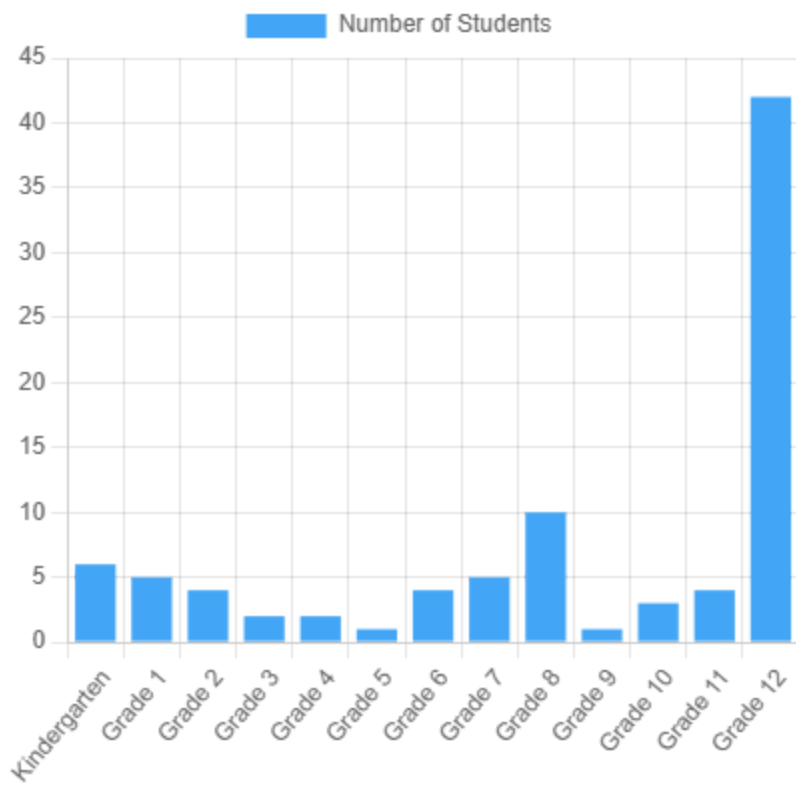
Our staff is committed to creating rich and supportive learning experiences in the least restrictive environment possible. The mission of the Schelby Special Education program is to deliver high-quality educational opportunities and support services that help students grow academically, socially, and personally. We also uphold MCOE's mission to *Nurture, Serve, and Lead* by promoting lifelong learning and supporting pathways that increase student independence.

For questions about the data in this report or for more information about MCOE Special Education programs and services, please contact:

Maria Duran-Barajas, Director of Special Education, at (209) 381-5136.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	6
Grade 1	5
Grade 2	4
Grade 3	2
Grade 4	2
Grade 5	1
Grade 6	4
Grade 7	5
Grade 8	10
Grade 9	1
Grade 10	3
Grade 11	4
Grade 12	42
Total Enrollment	89



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	32.60%
Male	67.40%
Non-Binary	0.00%
American Indian or Alaska Native	2.20%
Asian	4.50%
Black or African American	1.10%
Filipino	1.10%
Hispanic or Latino	76.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	13.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.80%
Foster Youth	1.10%
Homeless	1.10%
Migrant	0.00%
Socioeconomically Disadvantaged	66.30%
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.70	36.76%	44.80	35.51%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.90	11.86%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	24.90%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	2.00	26.35%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	7.50	100.00%	126.40	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	77.73%	56.90	44.44%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	11.14%	14.90	11.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.14%	27.80	21.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	15.50	12.12%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	12.80	10.02%	13705.80	4.91%
Total Teaching Positions	8.90	100.00%	128.00	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.90	0.9	1.00
Misassignments	0.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.90	1.8	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	14.2%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

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

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

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

School Facility Conditions and Planned Improvements

Floyd A. Schelby School has full handicapped accessibility and meets all applicable fire and safety code requirements. Students have access to the internet in their classrooms and at designated locations throughout the campus. All classrooms are in good condition and are maintained to a high standard of cleanliness by MCOE custodial staff.

The Schelby coordinator and teaching staff regularly monitor classrooms and school facilities for any needed repairs or safety concerns. When an issue is identified, the program secretary submits a work order following the established repair request process. All maintenance needs are addressed through the adopted work order system to ensure timely and appropriate resolution.

Schelby's custodial team consists of two full-time staff members: one assigned to the morning shift and one to the evening shift, ensuring the campus remains clean, safe, and well-maintained throughout the day.

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Fair	A Wing Front Hallway, a hole in the wall. C-1 sink cabinet is missing a door. D Building, rooms 1 and 2, damaged air vent. Kitchen, air vent damaged. E building room 3, carpet is split and torn. E building room 4, a few stains in the carpet. A work order will be submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	A wing building front office, big carpet stain that looks like tar by the entry double doors. Conference room, the air vents are dusty. C-1 classroom, the carpet is dirty and stained. H-1 classroom, ceiling tiles with water stains. A work order will be submitted.
Electrical: Electrical	Poor	B-wing room 2, only one light fixture is working. B-wing room 4 and 5, Women's restroom, breakroom, C-2 classroom, E-building room 1, 2, and 4, H-1, H-2, and H-3, all have light bulbs that are out. A work order will be submitted to replace light bulbs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	B-wing room 1, sink faucet is loose, and one toilet is covered with a plastic bag. B-wing room 2, one toilet seat is loose, there are several toilets covered with plastic bags, and they have been used as storage. B-wing room 3, one toilet seat is loose. Staff restroom, toilet seat is damaged. H-boys restroom, soap dispenser needs to be remounted. Girls' bathroom, loose water faucet, broken soap dispenser, and toilet paper dispenser, missing the light fixture cover. Boys' bathroom, missing soap dispenser. B wing room 6 has restrooms, several toilets covered with plastic bags, and has been used as a storage. A work order will be submitted.
Safety: Fire Safety, Hazardous Materials	Good	H-4 classroom: Fire extinguisher not mounted. A work order will be submitted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Kitchen and H-3, ceiling tile not seated properly. The kitchen area and H-1 room have some ceiling tiles with water stains. A work order will be submitted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	C-2 room, one screen window has paint on it. D building rm 1 and 2 have major water spots. A work order will be submitted.

Overall Facility Rate

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

Overall Rating	Fair
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	14%	10%	11%	12%	47%	48%
Mathematics (grades 3-8 and 11)	9%	5%	3%	3%	35%	37%

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

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	20	71.43%	28.57%	10.00%
Female	--	--	--	--	--
Male	20	15	75.00%	25.00%	6.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	22	16	72.73%	27.27%	6.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	7	63.64%	36.36%	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	16	12	75.00%	25.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	20	71.43%	28.57%	10.00%

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

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

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	20	71.43%	28.57%	5.00%
Female	--	--	--	--	--
Male	20	15	75.00%	25.00%	6.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	22	16	72.73%	27.27%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	11	7	63.64%	36.36%	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	16	12	75.00%	25.00%	8.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	20	71.43%	28.57%	5.00%

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

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	0.00%	0.00%	1.01%	1.23%	30.73%	32.33%

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

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	17	80.95%	19.05%	17.65%
Female	--	--	--	--	--
Male	16	14	87.50%	12.50%	21.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	16	14	87.50%	12.50%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	13	86.67%	13.33%	23.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	17	80.95%	19.05%	17.65%

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

Career Technical Education (CTE) Programs (School Year 2024–25)

Although Floyd A. Schelby School does not offer formal CTE pathways, its classes provide vocational instruction across all age groups to support students' independent living skills. In the High School and Transition classes serving students ages 16 to 22, there is a strong emphasis on career and technical education delivered collaboratively by Special Education teachers and Vocational Education staff. Students participate in hands-on training at established community job sites, accompanied by a Vocational Education Trainer, with all tasks and equipment adapted to meet their individual needs and abilities. Additionally, the WorkAbility grant provides paid work experience opportunities for students ages 16–22 for a designated number of weeks during the school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Floyd A. Schelby School ensures strong parental involvement through the Individualized Education Program (IEP) process. Parents provide valuable insight into their child's current performance and educational needs and participate in at least one annual IEP meeting with the IEP team, with additional meetings scheduled as needed. Parent engagement is further supported through opportunities for classroom observations, participation in classroom activities and special events, and involvement in community organizations such as the Challenged Family Resource Center and the Community Advisory Committee (CAC). These long-standing partners collaborate closely with MCOE Special Education programs to offer training, resources, and support for families. Parents are encouraged to attend school-sponsored activities throughout the year, including Blooming Future after-school and weekend events, Back to School Night, Sports Day, Holiday Celebrations, school dances in partnership, and various class-specific activities.

For more information on parental involvement opportunities, please contact the Program Coordinator at (209) 394-1842.

State Priority: Pupil Engagement

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

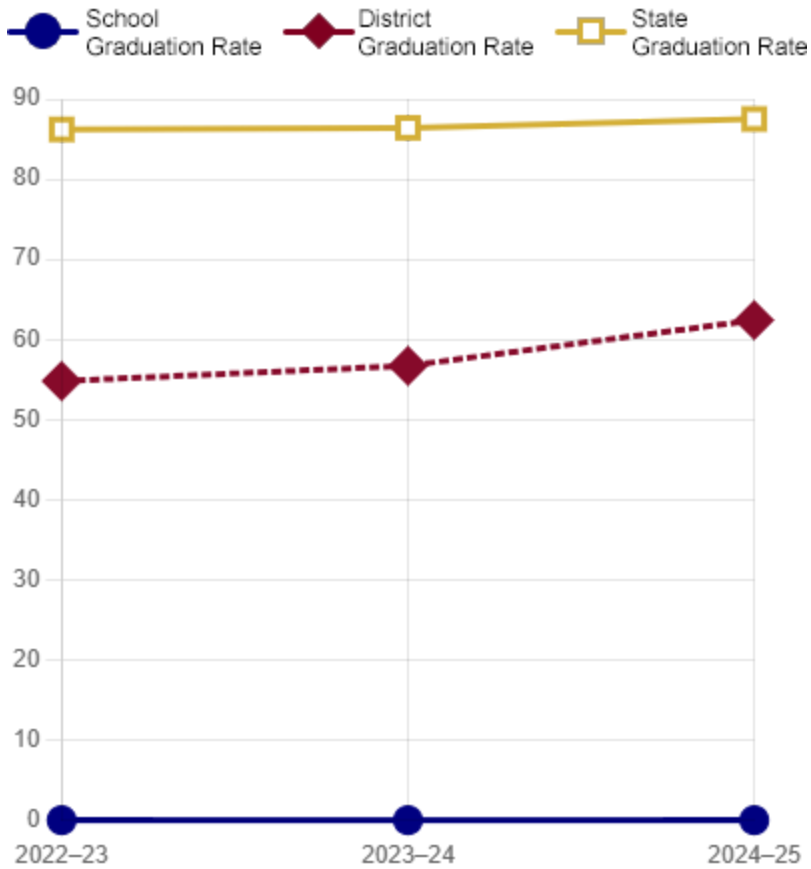
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

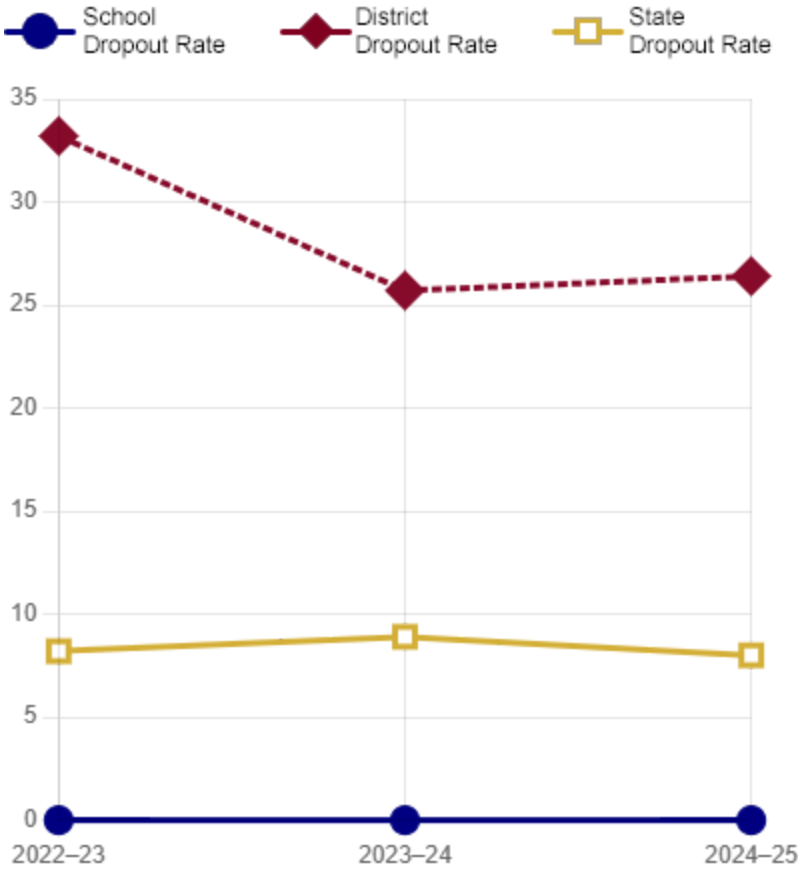
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	--	--	--	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	--	--	--	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	96	96	61	63.5%
Female	31	31	24	77.4%
Male	65	65	37	56.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	73	48	65.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	12	5	41.7%
English Learners	26	26	20	76.9%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	64	64	37	57.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	96	61	63.5%

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	3.59%	1.73%	1.67%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

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

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

School Safety Plan (School Year 2025–26)

Floyd A. Schelby School implements a comprehensive Safety Plan that is adopted annually by March 1st by the School Site Council. The plan outlines the roles and responsibilities of all site personnel and includes disaster procedures, emergency contact information, protocols for responding to assault threats, earthquakes, and flooding, as well as coordinated safety goals established in partnership with the Livingston Police and Fire Departments.

Emergency procedures—such as evacuation routes, designated safe zones, and lockdown protocols—are reviewed regularly with local law enforcement to ensure alignment and readiness. As part of the site safety plan, all visitors are required to report to the office and sign in before entering the campus.

To enhance campus security, the school utilizes electronic and wireless communication devices, upgraded fencing, improved locks, and surveillance cameras placed throughout the campus. Special transportation services deliver students to the front of the school, where staff greet buses and safely escort students into the secured, fenced area.

Teachers and Instructional Assistants supervise students during all recess and lunch periods to ensure continuous safety. Schelby’s facilities are routinely inspected and maintained by MCOE maintenance staff to ensure they remain safe and in good condition. High hygiene standards are upheld in all classrooms, and daily custodial services ensure consistent sanitation and cleanliness throughout restrooms and instructional areas.

D. Other SARC information

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

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

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

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

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	8.00	7	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	13.00	8		

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	3.00
Speech/Language/Hearing Specialist	2.50
Resource Specialist (non-teaching)	0.00
Other**	3.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$39081.00	\$38977.00	\$104.00	\$80735.00
District	N/A	N/A	\$12261.00	\$90431.00
Percent Difference – School Site and District	N/A	N/A	-99.20%	-10.70%
State	N/A	N/A	\$11146.18	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Floyd A. Schelby School provides educational services to individuals ages 3 through 22 who have a wide range of developmental and other disabilities. Special Education services are funded 99.6% through restricted categorical state and federal allocations, with the remaining 0.4% supported by unrestricted resources, including State Lottery revenues.

The following programs and services are provided at Schelby:

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

- Interpreter Services

Professional Development

4 Full Days at the Beginning of the School (2 days for school nurses, 2 days for teaching staff, and 2 days for related service providers)

8 half days for teachers and instructional assistants (2-3 hour trainings)

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	12