

Merced County Special Education
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 632 West 13th St.
Merced, CA , 95341-5908

Principal: Laura Fong, Assistant
Superintendent of Special
Education

Phone: (209) 381-6711

Grade Span: P-12+

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Laura Fong, Assistant Superintendent of Special Education

📍 Principal, Merced County Special Education

Contact

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Merced, CA 95341-5908

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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	Merced County Special Education
Street	632 West 13th St.
City, State, Zip	Merced, CA , 95341-5908
Phone Number	(209) 381-6711
Principal	Laura Fong, Assistant Superintendent of Special Education
Email Address	lfong@mcoe.org
Website	www.mcoe.org
Grade Span	P-12+
County-District-School (CDS) Code	24102496069199

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

Merced County Office of Education (MCOE) Special Education programs serve students from birth to age 22 in both severe and non-severe classrooms across the following disability categories: intellectual disabilities, speech or language impairment, visual impairment, emotional disabilities, orthopedic impairment, other health impairment, specific learning disability, deafness, hard of hearing, deaf-blindness, multiple disabilities, autism, and traumatic brain injury.

Classrooms for preschool through transition-age students are located on integrated public school campuses or at MCOE-owned centers throughout the county. The GROW Program (birth to age 3) provides early intervention services within each child’s natural environment, including home visits, playgroups at designated sites, and services at the Special Education School.

MCOE provides individualized, specialized instruction and related services based on 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, deaf, or hard of hearing; orientation and mobility; vocational training; inclusive practices; assistive technology; and counseling.

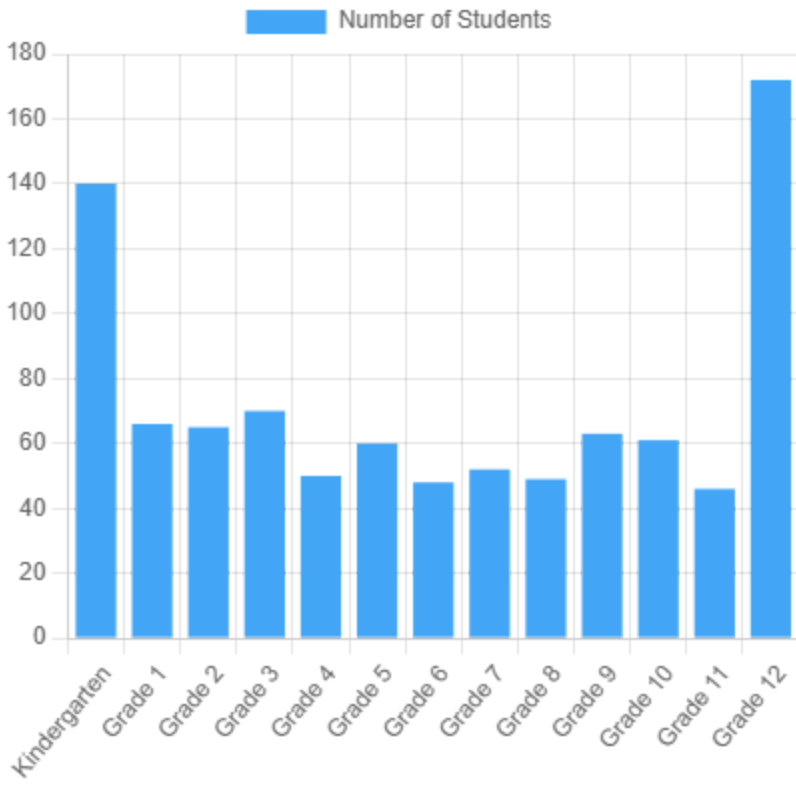
Our staff is dedicated to offering rich, supportive learning experiences in the least restrictive environment

possible. The mission of the MCOE Special Education program is to deliver high-quality educational opportunities and support services that help students thrive academically, socially, and personally. We also uphold MCOE's broader mission to Nurture, Serve, and Lead by promoting lifelong learning and supporting pathways that guide students toward greater independence.

For questions about the data presented 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	140
Grade 1	66
Grade 2	65
Grade 3	70
Grade 4	50
Grade 5	60
Grade 6	48
Grade 7	52
Grade 8	49
Grade 9	63
Grade 10	61
Grade 11	46
Grade 12	172
Total Enrollment	942



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

Student Group	Percent of Total Enrollment
Female	31.20%
Male	74.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	5.10%
Black or African American	4.90%
Filipino	0.80%
Hispanic or Latino	75.90%
Native Hawaiian or Pacific Islander	0.80%
Two or More Races	2.50%
White	14.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.10%
Foster Youth	2.50%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	76.80%
Students with Disabilities	105.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	34.08%	44.80	35.51%	231142.40	83.24%
Intern Credential Holders Properly Assigned	9.40	12.59%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.50	19.35%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	4.11%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	22.50	29.84%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	75.30	100.00%	126.40	100.00%	277698.00	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)	32.90	45.74%	56.90	44.44%	230039.40	100.00%
Intern Credential Holders Properly Assigned	10.90	15.26%	14.90	11.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.00	23.60%	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	11.00	15.37%	12.80	10.02%	13705.80	4.91%
Total Teaching Positions	72.00	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	5.50	11.5	11.00
Misassignments	0.00	3	6.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	5.50	14.5	17.00

**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	5.20	3.1	0.00
Total Out-of-Field Teachers	5.20	3.1	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%	2.3%	7.00%
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: Not Available

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	<p>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.</p> <p>Students enrolled in our Sierra Program, which serves students with emotional disabilities, use the online Acellus curriculum, addressing the four core subject areas (adopted in August 2019). The Sierra Program also utilizes i-Ready in all four subjects (adopted in August 2018).</p>	0
Mathematics	<p>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.</p> <p>Students enrolled in our Sierra Program, which serves students with emotional disabilities, use the online Acellus curriculum, addressing the four core subject areas (adopted in August 2019). The Sierra Program also utilizes i-Ready in all four subjects (adopted in August 2018).</p>	0
Science	<p>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.</p> <p>Students enrolled in our Sierra Program, which serves students with emotional disabilities, use the online Acellus curriculum, which addresses the four core subject areas (adopted in August 2019). The</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Sierra Program also utilizes i-Ready in all four subjects (adopted in August 2018).	
History-Social Science	<p>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.</p> <p>Students enrolled in our Sierra Program, which serves students with emotional disabilities, use the online Acellus curriculum, addressing the four core subject areas (adopted in August 2019). The Sierra Program also utilizes i-Ready in all four subjects (adopted in August 2018).</p>	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Merced County Special Education students are educated in facilities throughout the county, including portable buildings, leased classrooms on district school sites, and newer buildings constructed specifically for MCOE students and programs. All MCOE Special Education classrooms are handicapped accessible and comply with applicable fire and safety codes. Internet access is available in classrooms and at designated campus locations. Classrooms are well-maintained and kept clean by school site custodial staff and/or MCOE custodians.

The program coordinator and teaching staff monitor classrooms for needed repairs or safety concerns. When repairs are required, the program secretary submits a work order through the established process. Merced County Special Education custodial staff primarily work evening shifts, ensuring classrooms are cleaned after students have left for 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	Good	Lorena Falasco, room 1, ceiling tiles with small rips. Lorena Falasco, rooms 1 and 2, Romero room 1, carpets have stains. Los Banos Jr. High B Wing, missing drawer at countertop, stains on sink counter, floor baseboards need to be reglued, and markings on the wall need new paint. Oro Loma Dos Palos, cabinets have markings, vents are dirty, damaged floor tiles, and clutter. Volta room 11, tears on the walls, and the walls have markings. Miano room 1, cracked ceiling tile, interior doors need to be painted, room 3, tears and damaged walls, room 5, cabinet in the kitchen damaged. A work order will be submitted for the identified areas.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Delhi High School, room N1A, Volta room 14, Miano room F8, and Oro Lomo Dos Palos room 35, vents are dusty. Bryant Middle School, ants are located on the window seals next to the entry door. Chenoweth's room 31. Oro Loma Dos Palos countertops are dirty, floors need to be scrubbed, and ants in the kitchen. Volta room 12, the area rug is dirty. A work order will be submitted for the identified areas.
Electrical: Electrical	Poor	Atwater High School, room 700, Delhi High School, rooms N1A and N4, Oro Loma Dos Palos, room 35, and Winfield, room 3, Frank Sparkes, room 1, have some light bulbs that are out. In Chenoweth's room 31, Galen Clark's rooms A and B, and Le Grand Elementary room 1, some light fixtures are not working. Le Grand Elementary, room 1, has one broken light. Lorena Falasco, room 1, electrical panel blocked. Los Banos Jr. High B wing, missing outlet covers. Winfield room 2 has one light fixture that is not working. Miano room 5, the restroom switch is missing. A work order will be submitted for the identified areas.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Atwater High School, room 700, the restroom light switch is broken, area by the water faucet has a water stain on the formica laminate. Bryant Middle School, the student restroom floor trim next to the toilet needs to be reglued. Danielson room 1, water spots in the water sink. Frank Sparkes' boys and girls' restroom on the ceiling tile is damaged. Galen Clark, room A, kids' restroom sink, the water pressure is too strong. Los Banos Jr. High, B wing restroom has holes in the walls. Miano room F8, student restroom ceiling tiles have stains. A work order will be submitted for the identified areas.
Safety: Fire Safety, Hazardous Materials	Good	Lorena Falasco, rooms 1 and 2, Volta room 12 and 14, and Miano room 1, curtains not fire-rated. Lorena Falasco, room 1, and Miano, room 1, are missing a fire extinguisher. Oro Loma Dos Palos, room 35, no exit sign or fire extinguisher. Volta room 12, the extinguisher tag is missing, and the wires under the teacher's desk are not secured. A work order will be submitted for the identified areas.
Structural: Structural Damage, Roofs	Good	Galen Clark, rooms B and C, and Winfield room 2, Miano room 1, room 3, room 5, room F8, and the staff office have ceiling tiles that have water stains. Harmony Elementary, room B-3, and Lorena Falasco, room 1, ceiling tiles are not seated correctly. Los Banos Jr. High P101 portable, and Volta room 11, some ceiling tiles have rips and holes. Oro Loma Dos Palos, room 35, has wall damage with marking, and a small, unstable, loose ceiling tile out of place. A work order will be submitted for the identified areas.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Atwater High School, room 700, and Galen Clark, room A, have a broken window blind. Frank Sparkes, room 1, one window blind is damaged. Oro Loma Dos Palos, room 35, window trim damaged or missing. Romero room 1 and Miano room 3 have window ledges that need new paint, and the windows are missing a screen. Volta room 11, window screens need to be replaced. Volta room 14 window screens are missing from the back windows. A work order will be submitted for the identified areas.

Overall Facility Rate

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

Overall Rating

Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Subject	School 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)	3%	6%	11%	12%	47%	48%
Mathematics (grades 3-8 and 11)	2%	2%	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	362	343	94.75%	5.25%	6.12%
Female	98	92	93.88%	6.12%	6.52%
Male	264	251	95.08%	4.92%	5.98%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00%	5.00%	0.00%
Black or African American	21	20	95.24%	4.76%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	263	252	95.82%	4.18%	5.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	10	83.33%	16.67%	--
White	41	38	92.68%	7.32%	7.89%
English Learners	82	76	92.68%	7.32%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	255	246	96.47%	3.53%	6.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	362	343	94.75%	5.25%	6.12%

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	362	341	94.20%	5.80%	1.76%
Female	98	92	93.88%	6.12%	3.26%
Male	264	249	94.32%	5.68%	1.20%
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00%	5.00%	0.00%
Black or African American	21	20	95.24%	4.76%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	263	250	95.06%	4.94%	2.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	10	83.33%	16.67%	--
White	41	38	92.68%	7.32%	2.63%
English Learners	82	75	91.46%	8.54%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	255	244	95.69%	4.31%	2.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	362	341	94.20%	5.80%	1.76%

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

Formula: $\frac{\text{Number of students who met or exceeded the standard (i.e., achieved Level 3–Alternate) on the CAA}}{\text{Total number of students who participated in both assessments}}$

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)	2.70%	2.44%	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	205	189	92.20%	7.80%	4.23%
Female	64	59	92.19%	7.81%	1.69%
Male	141	130	92.20%	7.80%	5.38%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	143	132	92.31%	7.69%	2.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	32	29	90.63%	9.37%	3.45%
English Learners	49	44	89.80%	10.20%	2.27%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	144	137	95.14%	4.86%	3.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	205	189	92.20%	7.80%	4.23%

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)

Merced County Special Education is dedicated to providing vocational training for all ages to promote students' independent living. In the High School and Transition classes for students aged 16 to 22, there is a strong focus on career and technical education, delivered by Special Education teachers and Vocational Education staff. Students gain hands-on experience at established job sites, accompanied by a Vocational Education Trainer, with tasks and equipment adapted to their needs and abilities. Additionally, the **WorkAbility** grant offers paid work experience training for students aged 16–22 for a specified number of weeks during the school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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	62.8%	51.2%	46.5%	51.2%	48.8%
7	82.0%	74.0%	74.0%	72.0%	70.0%
9	84.7%	71.2%	71.2%	71.2%	72.9%

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)

MCOE Special Education programs ensure parental involvement through the Individualized Education Program (IEP) process. Parents provide essential information about their child’s current performance and educational needs and participate in at least one annual IEP meeting with their child’s IEP team, with additional meetings as needed. Opportunities for parent engagement are further expanded through classroom observations, participation in activities and special events, and involvement in organizations such as the **Challenged Family Resource Center** and **Community Advisory Committee (CAC)**. These organizations have long-standing collaborations with MCOE Special Education programs and provide direct support through training and parent resources. Parents are also encouraged to attend special events, including after-school and weekend Blooming Future activities, Back to School Night, Sports Day, Holiday Celebrations, school dances with the Boys and Girls Club, and class-specific activities. For more information on how to become involved, please contact **Maria Duran-Barajas, Director of Special Education, at (209) 381-5136**.

State Priority: Pupil Engagement

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

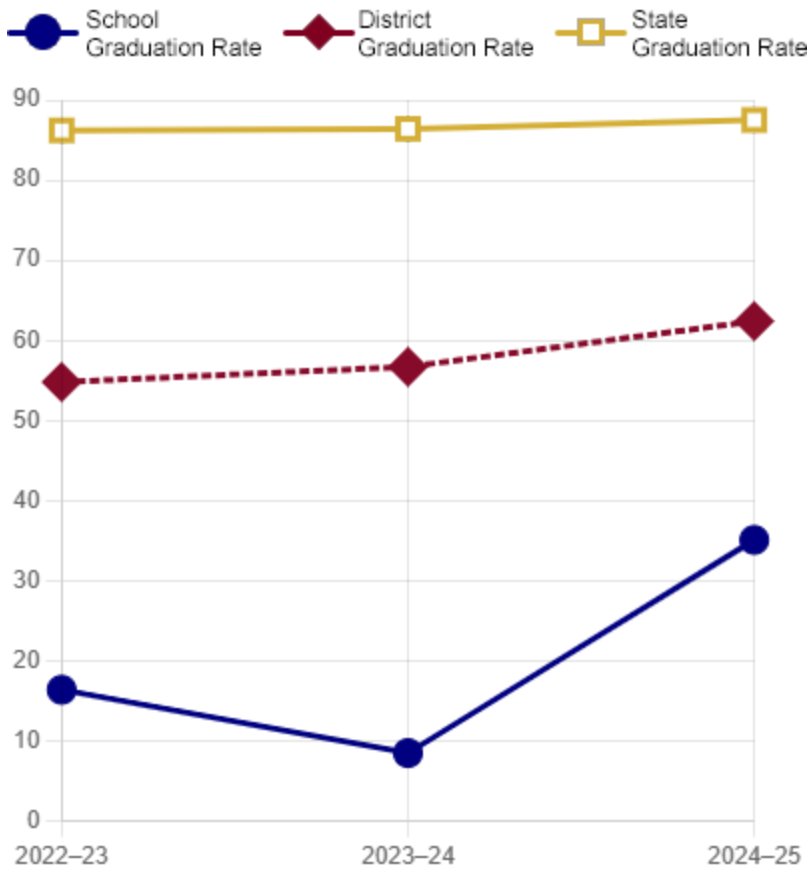
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

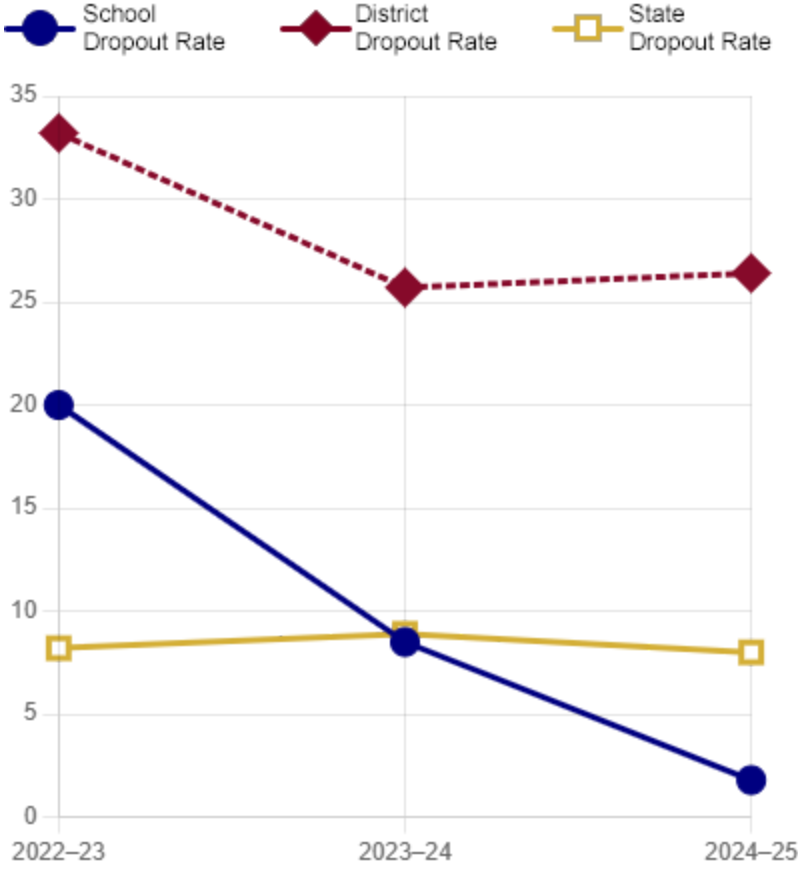
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	16.4%	8.5%	35.1%	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	20.0%	8.5%	1.8%	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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	57	20	35.1%
Female	20	5	25.0%
Male	37	15	40.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	38	12	31.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	17	4	23.5%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	51	19	37.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	57	20	35.1%

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	1010	998	517	51.8%
Female	296	295	161	54.6%
Male	714	703	356	50.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	17	35.4%
Black or African American	48	46	26	56.5%
Filipino	--	--	--	--
Hispanic or Latino	733	726	382	52.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	13	56.5%
White	133	132	64	48.5%
English Learners	226	224	124	55.4%
Foster Youth	28	25	12	48.0%
Homeless	18	18	13	72.2%
Socioeconomically Disadvantaged	768	758	401	52.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	1009	998	517	51.8%

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	2.58%	1.93%	2.38%	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	2.38%	0.00%
Female	2.03%	0.00%
Male	2.52%	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	12.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.95%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.70%	0.00%
White	6.77%	0.00%
English Learners	0.88%	0.00%
Foster Youth	14.29%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.08%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.38%	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)

All MCOE Special Education classes located on host district sites follow the safety plans adopted by that district by March 1 each year. The **Sierra Program**, located at the isolated Hopeton Elementary site, has developed its own Safety Plan. These plans outline the roles and responsibilities of all personnel, disaster procedures, emergency contacts, responses to assault threats, earthquakes, or flooding, and coordination with local Police and Fire Departments. Procedures, including evacuation routes, safe zones, and lockdowns, are reviewed with law enforcement authorities.

All visitors must report to the office and sign in before entering the campus. Safety measures such as electronic/wireless communication devices, higher fencing, improved locks, and surveillance cameras have been implemented to protect students within the secured, fenced campus. Special transportation drops students at the front of the school, where staff meet buses and escort students into the secure area. Teachers and Instructional Assistants supervise all recess and lunch periods to ensure student safety. MCOE Special Education classrooms are regularly maintained and reviewed to ensure facilities are safe and in good condition. High standards of hygiene are upheld, with daily custodial services maintaining cleanliness in classrooms and restrooms.

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**	13.00	37	0	0

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

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

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

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

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

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

Average Class Size and Class Size Distribution (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	76		

* 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	14.00
Social Worker	0.00
Nurse	13.00
Speech/Language/Hearing Specialist	15.00
Resource Specialist (non-teaching)	0.00
Other**	11.00

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$48987.00	\$48470.00	\$517.00	\$86763.00
District	N/A	N/A	\$12261.00	\$90431.00
Percent Difference – School Site and District	N/A	N/A	-95.80%	-4.10%
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)

MCOE Special Education programs provide educational services to individuals aged **0 through 22 years** with various developmental and/or other disabilities. Special Education services are funded **99.5% through restricted categorical state and federal dollars**, with the remaining **0.5% funded through unrestricted resources**, including State Lottery revenues.

MCOE Special Education Programs offer the following programs and services:

- Classes for students with moderate to severe disabilities (preschool through age 22)
- Classes for students with emotional disabilities (**Sierra Program**)
- **GROW Program** for children birth to age 3
- 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/Nursing Services
- Adapted Physical Education Services
- Assistive Technology Services
- Interpreter Services

Professional Development

2025-2026 School Year

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