

Floyd A. Schelby
Informe de Responsabilidad Escolar 2024-25
Informado utilizando datos del año escolar 2024-25
Departamento de Educación de California

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

Principal: Sra. Lissa Mitchell, Coordinadora

Teléfono: (209) 394-1842

Rango de grados: P-12

La ley estatal exige que todas las escuelas de California publiquen, antes del 1 de febrero de cada año, un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre el estado y el rendimiento de cada escuela pública de California. Según la Fórmula de Financiamiento con Control Local (LCFF), todas las agencias educativas locales (LEA) deben elaborar un Plan de Control Local y Responsabilidad (LCAP), que describe cómo pretenden alcanzar las metas escolares anuales específicas para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos presentados en el LCAP deben ser coherentes con los del SARC.

- Para obtener más información sobre los requisitos del SARC y acceder a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/> .
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea disponible en la página web de DataQuest del CDE (<https://dq.cde.ca.gov/dataquest/>). Contiene información adicional sobre esta escuela y comparaciones con el distrito y el condado. DataQuest es un sistema dinámico que genera informes para la rendición de cuentas (p. ej., datos de exámenes, matrícula, graduados de la escuela secundaria, deserción escolar, matriculación en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control Escolar de California (Panel de Control) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las autoridades educativas locales (LEA) y las escuelas atienden las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos estudiantiles según un conjunto de indicadores estatales y locales para ayudar a identificar fortalezas, desafíos y áreas de mejora.

Acceso a Internet

El acceso a internet está disponible en bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a internet en bibliotecas y lugares públicos generalmente se otorga por orden de llegada. Otras restricciones de uso pueden incluir el horario de atención, el tiempo de uso de una estación de trabajo (según disponibilidad), los tipos de programas disponibles en una estación de trabajo y la posibilidad de imprimir documentos.

Requisitos de admisión para la Universidad de California (UC)

Los requisitos de admisión a la UC siguen las directrices del Plan Maestro, que exige que el octavo mejor estudiante de la escuela preparatoria del estado, así como los estudiantes de transferencia que hayan completado satisfactoriamente cursos universitarios específicos, sean elegibles para la admisión. Estos requisitos están diseñados para garantizar que todos los estudiantes elegibles estén adecuadamente preparados para el trabajo a nivel universitario. Para conocer los requisitos generales de admisión, visite el sitio web de información de admisiones de la UC: <https://admission.universityofcalifornia.edu/> .

Requisitos de admisión para la Universidad Estatal de California (CSU)

La elegibilidad para la admisión a la CSU se determina por tres factores: (1) Cursos específicos de la preparatoria, (2) Calificaciones en cursos específicos y puntajes de exámenes, y (3) Graduación de la preparatoria. Algunos campus tienen estándares más altos para carreras específicas o estudiantes que viven fuera del área del campus local. Debido al número de estudiantes que solicitan ingreso, algunos campus tienen estándares más altos (criterios de admisión suplementarios) para todos los solicitantes. La mayoría de los campus de la CSU tienen políticas locales de garantía de admisión para estudiantes que se gradúan o se transfieren de preparatorias y universidades que históricamente han sido atendidas por un campus de la CSU en esa región. Para obtener información sobre admisión, solicitud y tarifas, consulte el sitio web de la CSU en <https://www2.calstate.edu/> .

Acerca de esta escuela

Sra. Lissa Mitchell, Coordinadora

📍 Director, Floyd A. Schelby

Acerca de nuestra escuela



Contacto

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

Teléfono: [\(209\) 394-1842](tel:(209)394-1842)

Correo electrónico: stietjen@mcoe.org

Información de contacto (año escolar 2025-26)

Información de contacto del distrito (año escolar 2025-26)

Nombre del distrito	Oficina de Educación del Condado de Merced
Número de teléfono	(209) 381-6600
Superintendente	Tietjen, Steve
Dirección de correo electrónico	stietjen@mcoe.org
Sitio web	www.mcoe.org

Información de contacto de la escuela (año escolar 2025-26)

Nombre de la escuela	Floyd A. Schelby
Calle	6738 North Sultana Dr.
Ciudad, Estado, Código Postal	Livingston, CA, 95334-9733
Número de teléfono	(209) 394-1842
Principal	Sra. Lissa Mitchell, Coordinadora
Dirección de correo electrónico	lmitchell@mcoe.org
Sitio web	http://www.mcoe.org
Rango de calificaciones	P-12
Código de Condado-Distrito-Escuela (CDS)	24102496068498

Descripción y declaración de misión de la escuela (año escolar 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.

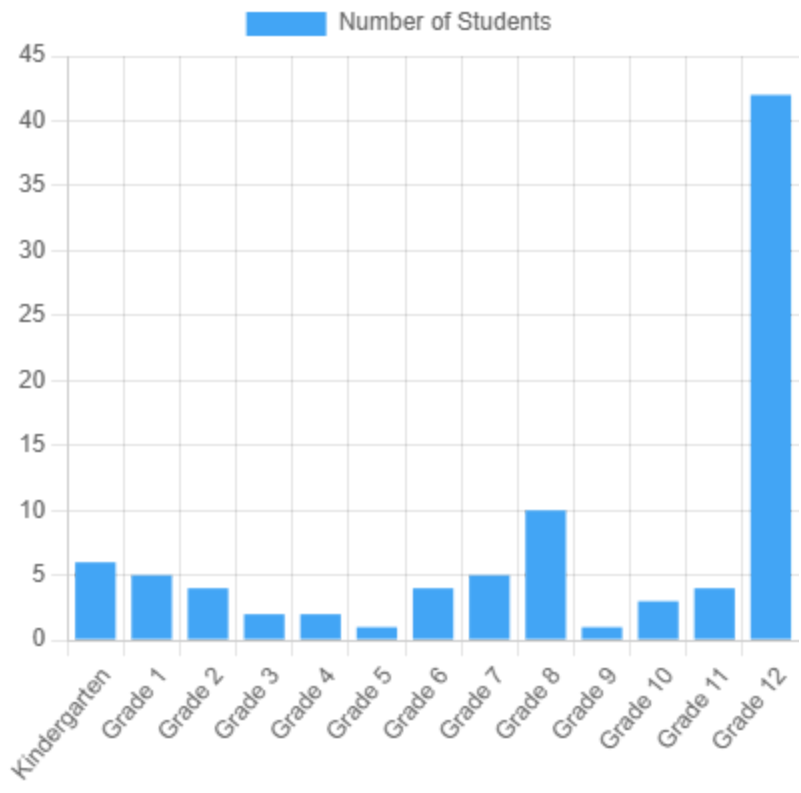
Our staff is committed to creating rich and supportive learning experiences in the least restrictive environment possible. The mission of the Schelby Special Education program is to deliver high-quality educational opportunities and support services that help students grow academically, socially, and 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
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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. Shelby 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 Shelby 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.

Shelby'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

Formula: Standard Exceeded 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):

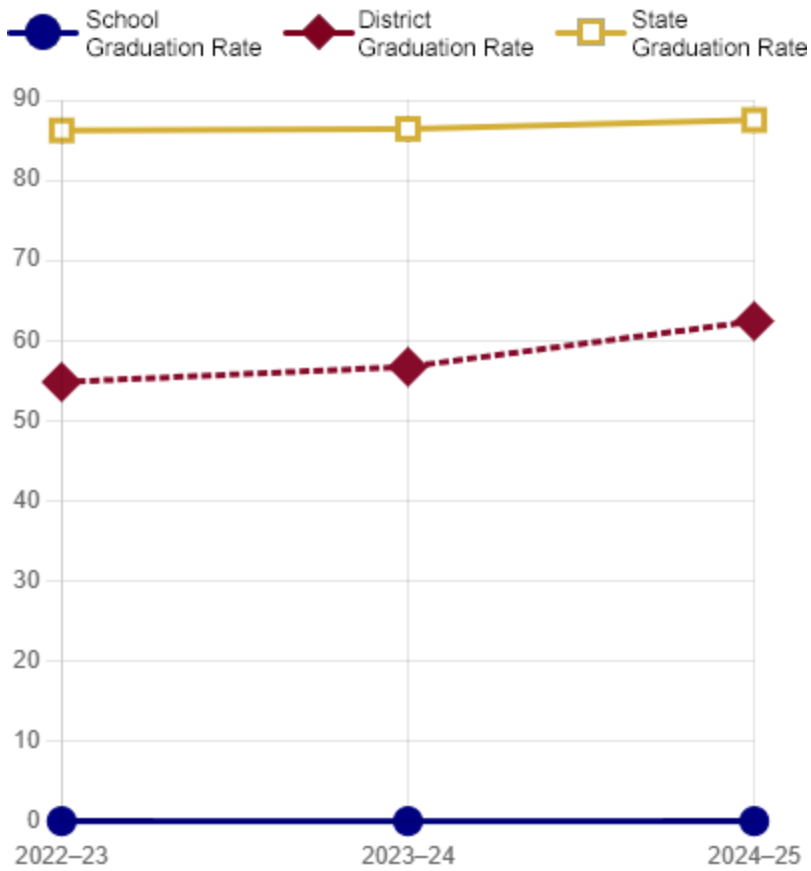
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

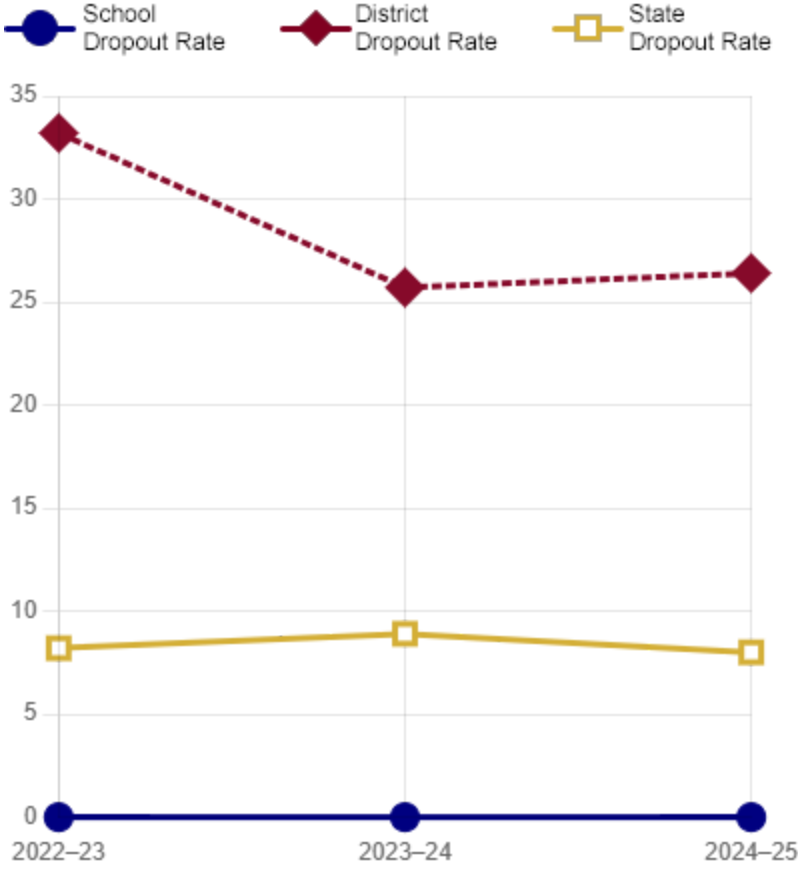
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	--	--	--	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	--	--	--	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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		
State	N/A	N/A	\$11146.18	--
Diferencia porcentual: escuela y estado	N / A	N / A		

Nota: Las celdas con valores N/D no requieren datos.

Tipos de servicios financiados (año fiscal 2024-25)

La Escuela Floyd A. Schelby ofrece servicios educativos a personas de 3 a 22 años con una amplia gama de discapacidades del desarrollo y de otro tipo. Los servicios de Educación Especial se financian en un 99.6% mediante asignaciones estatales y federales categóricas restringidas, y el 0.4% restante se financia con recursos no restringidos, incluidos los ingresos de la Lotería Estatal.

En Schelby se ofrecen los siguientes programas y servicios:

- Clases para estudiantes con discapacidades moderadas a severas (preescolar a 22 años)

- Instrucción en el hogar y en el hospital •

Servicios de habla y lenguaje

- Servicios de terapia ocupacional

- Servicios especializados para la vista

- Servicios para personas sordas o con dificultades auditivas

- Servicios psicológicos y de asesoramiento

- Servicios de comportamiento

- Servicios de salud y enfermería

- Servicios de educación física adaptada

- Servicios de tecnología de asistencia

- Servicios de interpretación

Desarrollo profesional

4 días completos al inicio del curso escolar (2 días para enfermeras escolares, 2 días para personal docente y 2 días para proveedores de servicios relacionados)

8 medios días para profesores y asistentes de instrucción (capacitaciones de 2 a 3 horas)

Medida	2023– 24	2024– 25	2025– 26
Número de días escolares dedicados al desarrollo del personal y la mejora continua	10	11	12