# Merced Scholars Charter

## 2024–25 School Accountability Report Card

## Reported Using Data from the 2024–25 School Year

### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 1850 Wardrobe Ave.,<br>Bldg. H<br>Merced, CA , 95341-6407 | **Principal:** | Cindy Gentry, Principal |
| **Phone:** | (209) 381-4560 | **Grade Span:** | K-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

## Cindy Gentry, Principal

Principal, Merced Scholars Charter

### Contact

Merced Scholars Charter
1850 Wardrobe Ave., Bldg. H
Merced, CA 95341-6407

Phone: (209) 381-4560
Email: stietjen@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** | Merced Scholars Charter |
| **Street** | 1850 Wardrobe Ave., Bldg. H |
| **City, State, Zip** | Merced, CA , 95341-6407 |
| **Phone Number** | (209) 381-4560 |
| **Principal** | Cindy Gentry, Principal |
| **Email Address** | cgentry@mcoe.org |
| **Website** | https://mcoe.org/mercedscholars |
| **Grade Span** | K-12 |
| **County-District-School (CDS) Code** | 24102490106518 |

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

Merced Scholars Charter School serves students from Merced and adjacent counties. The school was formed in 2004 to meet the need for a secondary nonclassroom-based (NCB) program. In 2006, the school program was expanded to include middle school. In 2019, MSCS was approved as a full K-12 program, which includes transitional kindergarten (TK) as well and now offers a full TK-12NCB program. In 2022, MSCS added a classroom-based dual language immersion(DLI) program. The DLI program began operation in August of 2022 with TK through first-grade students in either a Hmong/English or Spanish/English track. The school operates out of two facilities in the county. The NCB program for grades 3 through 12 is located at the Atwater Education Center while the NCB program for grades TK through 2 and the DLI program are housed at the MercedEducation Center.
Whether it is in the NCB or DLI programs, MSCS is designed for students striving for academic excellence. In the NCB program, MSCS provides a unique blend of homeschool/independent study instruction combined with on-site classes and

support. Our hybrid personalized learning program allows students and parents the flexibility of attending school as little as once a week to receive individualized instruction from a credentialed teacher. MSCS provides onsite services such as classes, workshops, and tutoring. For onsite classes, students are able to take courses in core subjects such as math and science along with Career Technical Education (CTE) courses in information technology, marketing, and business.
In the DLI program, students are attending school on a daily basis. The instructional time in the classroom is split between teaching content in English and teaching content in Spanish or Hmong. The instructional model used by the DLI program is the 50/50 model in which half of the instructional time is spent in the native language and the other half of the time spent in the partner language. This model will allow students to gain fluency in two languages by the sixth grade. This program is the first of its kind in the city of Merced and will continue to grow until it becomes a complete TK through 6 program.
For our high school students, MSCS offers courses to meet the a-g UC/CSU requirements. While MSCS does not offer AP courses, students are able to take courses at Merced College. Through our partnership with the college, students can attain high school credit along with gaining college units. Students can utilize this opportunity to complete their a-g requirements, explore other educational/career interests, or get ahead in their pursuit of college. Beginning in the 2022-23 school year, students can now take dual enrollment courses with Merced College.
Whether is it deciding on a career or learning about new cultures, MSCS students have opportunities to partake in school events on-site and on field trips that include both an academic and social component. Experiential learning is a critical part of the MSCS program and in the development of the whole child.

VISION STATEMENT Merced Scholars Charter School provides the most diverse and individualized program to students of all backgrounds in order to develop them into responsible and productive citizens.

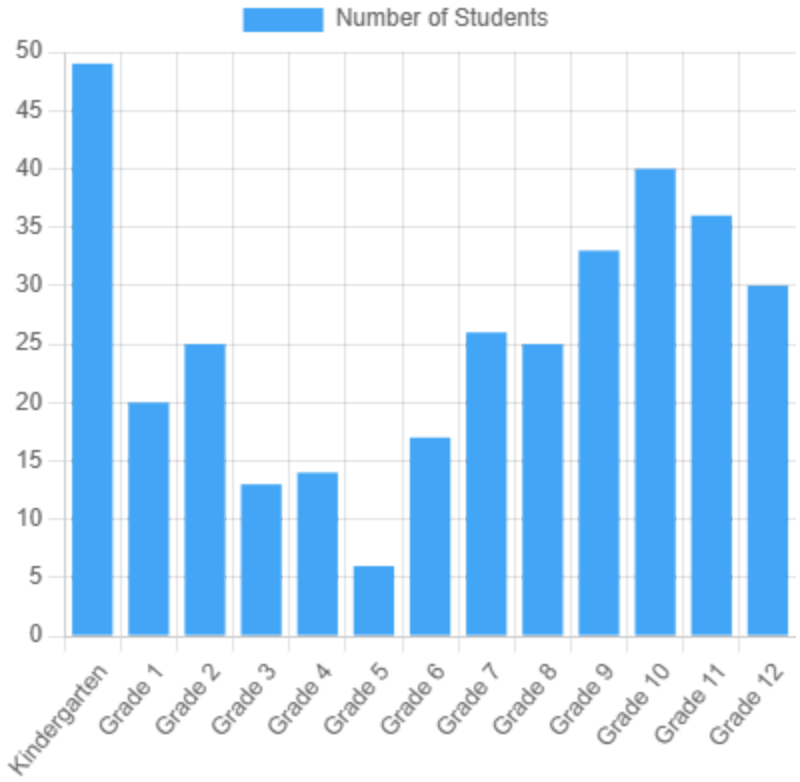
MISSION STATEMENT Merced Scholars Charter School will provide a personalized, versatile, agile program that is responsive to evolving community and global needs; thereby preparing students to become successful, responsible, and contributing citizens who read, write, communicate, and calculate with clarity and accuracy, using current technologies and resources.

MSCS offers a variety of instructional strategies, including the use of technology and the Internet, to support academic and elective courses. We are committed to a collaborative culture between parents, staff, and community partners while providing students with rigorous and quality curriculum and guidance in their academic and social/emotional development. Merced Scholars is authorized by the Merced County Office of Education (MCOE) and is accredited by the Western Association of Schools and Colleges.
EDUCATIONAL PHILOSOPHY
We believe:
• Merced Scholars must strive to meet or exceed the academic standards set forth

by the State of California.
• Every child is capable of excelling in a safe and welcoming learning environment.
• Instruction should be adapted to meet the needs of each student.
• Parental involvement is a necessary component to the success of a child's overall educational growth and well-being.
• Dedicated staff, parents, and students should work as a cohesive unit to foster a love of learning and a commitment to responsible global citizenship.
• Parents and educators must value partnerships with businesses and the community at large.
• Students who take ownership of their education will be life-long learners.
• Education must include academic, personal, and social/emotional development . • Students must be provided with the tools to understand lifelong decision-making
. • Schools must practice sound management of business operations.

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

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 49 |
| Grade 1 | 20 |
| Grade 2 | 25 |
| Grade 3 | 13 |
| Grade 4 | 14 |
| Grade 5 | 6 |
| Grade 6 | 17 |
| Grade 7 | 26 |
| Grade 8 | 25 |
| Grade 9 | 33 |
| Grade 10 | 40 |
| Grade 11 | 36 |
| Grade 12 | 30 |
| Total Enrollment | 334 |


Number of Students
50
45
40
35
30
25
20
15
10
5
0
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 54.80% |
| Male | 44.30% |
| Non-Binary | 0.90% |
| American Indian or Alaska Native | 0.30% |
| Asian | 3.60% |
| Black or African American | 1.20% |
| Filipino | 1.20% |
| Hispanic or Latino | 73.40% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 3.60% |
| White | 16.80% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| English Learners | 7.50% |
| Foster Youth | 0.00% |
| Homeless | 2.40% |
| Migrant | 0.00% |
| Socioeconomically Disavantaged | 79.90% |
| Students with Disabilities | 16.50% |

## 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) | 2.00 | 17.58% | 51.70 | 40.37% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 13.10 | 10.22% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.00 | 25.36% | 9.80 | 7.71% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 6.30 | 53.59% | 20.30 | 15.91% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 0.40 | 3.38% | 33.00 | 25.77% | 15831.90 | 5.67% |
| Total Teaching Positions | 11.80 | 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) | 5.20 | 29.34% | 44.80 | 35.51% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 2.40 | 13.70% | 13.00 | 10.36% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.10 | 11.65% | 21.30 | 16.91% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 6.00 | 33.50% | 17.70 | 14.03% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 2.10 | 11.70% | 29.20 | 23.17% | 14303.80 | 5.15% |
| Total Teaching Positions | 18.00 | 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) | 5.10 | 28.91% | 56.90 | 44.44% | 230039.40 | 100.00% |
| Intern Credential Holders Properly Assigned | 2.70 | 15.32% | 14.90 | 11.65% | 6213.80 | 2.23% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.90 | 16.21% | 27.80 | 21.75% | 16855.00 | 6.04% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 5.30 | 29.58% | 15.50 | 12.12% | 12112.80 | 4.34% |
| Unknown/Incomplete/NA | 1.70 | 9.75% | 12.80 | 10.02% | 13705.80 | 4.91% |
| Total Teaching Positions | 17.90 | 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 | 1.00 | 0.2 | 0.10 |
| Misassignments | 2.00 | 1.8 | 2.70 |
| Vacant Positions | 0.00 | 0 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 3.00 | 2.1 | 2.90 |

## 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 | 6.30 | 6 | 5.30 |
| Total Out-of-Field Teachers | 6.30 | 6 | 5.30 |

## 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) | 13.8% | 16.6% | 5.40% |
| 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: September 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 | ?Edmentum Online Curriculum / 2021?<br>BrightThinker / 2025 | 0 |
| Mathematics | ?Edmentum Online Curriculum / 2021?<br>BrightThinker / 2025 | 0 |
| Science | ?Edmentum Online Curriculum / 2021?<br>BrightThinker / 2025 | 0 |
| History-Social Science | ?Edmentum Online Curriculum / 2021?<br>BrightThinker / 2025 | 0 |
| Foreign Language | ?Edmentum Online Curriculum / 2021? | 0 |
| Health | ?Edmentum Online Curriculum / 2021<br>BrightThinker / 2025 | 0 |
| Visual and Performing Arts | ?Edmentum Online Curriculum / 2021? | 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

The most recent FIT Report was completed in September 2025 by the Custodial Supervisor. The overall rating for Merced Scholars Charter School is "Fair." A rank of "Good" was received in Systems, Interior, Cleanliness, Safety, Structural, and External. A rank of "Fair" was received in Restrooms. A rank of "Poor" was received in Electrical.

## 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: September 2025

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | n/a |
| **Interior:** Interior Surfaces | Good | The inside of the door needs a good painting. Work order submitted. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | Good | There are cobwebs. Dirty vents.. Work order submitted. |
| **Electrical:** Electrical | Poor | There are missing panels in the IT black box because the slips for the panels are broken. The floor plug cover is damaged and needs to be replaced. There are multiple light bulbs out. There are multiple light fixtures not working. Work order submitted. |
| **Restrooms/Fountains:** Restrooms, Sinks/Fountains | Fair | Air Fresheners plugged into the walls. Dirty vents in restrooms. One of the sinks top of a faucet is missing. Work order submitted. |
| **Safety:** Fire Safety, Hazardous Materials | Good | No fire extinguishers signs on some of them. Clutter by a metal detector could cause a tripping hazard. Area was decluttered. |
| **Structural:** Structural Damage, Roofs | Good | Holes in the ceiling tile open due to the security camera replacement |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| | | project. Work order submitted. |
| **External**: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | n/a |

## Overall Facility Rate

Year and month of the most recent FIT report: September 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) | 36% | 35% | 11% | 12% | 47% | 48% |
| Mathematics (grades 3-8 and 11) | 5% | 9% | 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 | 141 | 138 | 97.87% | 2.13% | 35.04% |
| Female | 80 | 79 | 98.75% | 1.25% | 35.90% |
| Male | 58 | 56 | 96.55% | 3.45% | 32.14% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 91 | 88 | 96.70% | 3.30% | 31.03% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 34 | 34 | 100.00% | 0.00% | 44.12% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 122 | 120 | 98.36% | 1.64% | 31.09% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 34 | 32 | 94.12% | 5.88% | 18.75% |

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 | 142 | 139 | 97.89% | 2.11% | 8.63% |
| Female | 81 | 79 | 97.53% | 2.47% | 5.06% |
| Male | 58 | 57 | 98.28% | 1.72% | 12.28% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 91 | 89 | 97.80% | 2.20% | 6.74% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 35 | 35 | 100.00% | 0.00% | 17.14% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 123 | 121 | 98.37% | 1.63% | 7.44% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 34 | 32 | 94.12% | 5.88% | 9.38% |

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) | 12.82% | 22.00% | 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 | 101 | 100 | 99.01% | 0.99% | 22.00% |
| Female | 66 | 65 | 98.48% | 1.52% | 23.08% |
| Male | 34 | 34 | 100.00% | 0.00% | 17.65% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 69 | 69 | 100.00% | 0.00% | 23.19% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 22 | 95.65% | 4.35% | 18.18% |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0% | 0% | 0% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 80 | 80 | 100.00% | 0.00% | 18.75% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 21 | 21 | 100.00% | 0.00% | 9.52% |

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)**

MSCS offers several Career Technical Education (CTE) courses. The school offers ten CTE classes in four available pathways: Business Management, Marketing, Culinary,  Truck Driving, and Automotive. Each pathway has one entry-level class(concentration) along with a second-year class (capstone). These courses provide students with courses and knowledge to succeed in their postsecondary education and careers. Students who participate in at least one CTE class will develop job and career skills to better prepare them for attaining entry level work. However, students who can complete a pathway will be prepared to enter a job or career in the industry sectors of Information and Communication Technologies, Business and Finance, or Marketing, Sales, and Services.

MSCS works closely with the College and Career Program under the Educational Services Department. Specifically, the Merced County Regional Occupational Program (ROP) provides the CTE instructors for the courses taught at MSCS. In addition, other ROP courses throughout the county are also available to students on other school campuses, should students be interested and willing to attend those classes. The ROP program supports business and industry collaboration through the annual advisory committee meeting. In addition, MSCS holds advisory committee meetings with local industries for its specific pathways.

MSCS has emphasized the importance of students being both college and career-ready. This can be seen in the school's revised graduation requirements that require students to either complete a CTE pathway or at least two semesters of college coursework. By incorporating these elements into the graduation requirements, MSCS will better prepare students for college and careers. These courses benefit from providing a collaborative and problem-solving environment for students in a nonclassroom-based setting. MSCS will work with the Merced County ROP program and outside service providers to incorporate even more career preparation opportunities into the school program.

**Career Technical Education (CTE) Participation (School Year 2024–25)**

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | 55 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 44.4% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| UC/CSU Course Course Measure | Percent |
|---|---|
| 2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission | 95.68% |
| 2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission | 41.94% |

## 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 | 50% | 75% | 75% | 75% | 75% |
| 7 | 60% | 63% | 63% | 63% | 63% |
| 9 | 56% | 65% | 65% | 65% | 65% |

Note: The admistration 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)**

Because of the unique program offered by Merced Scholars Charter School, parents have various opportunities to support and be involved with the school and their child's education. From deciding whether the MSCS personalized learning model or dual language program is the appropriate placement for their child to working alongside of certificated staff in the education of their children, MSCS parents are fully integrated into the learning process.
MSCS parents play a role in recommendations made to the authorizing agency of the school, the Merced County Office of Education, and the County Superintendent, Steve Tietjen, Ed.D. Parents do this by being active members on the Merced Scholars Advisory Board/School Site Council. The Advisory Board seeks new members annually. Parents may serve as parent member (if they have a currently enrolled student in the school) or as community members who wish to continue to make a difference in the school. Anyone interested in becoming an Advisory Board/School Site Council member should contact the school principal. Meetings are currently being held quarterly through a virtual platform.
Parental involvement is further encouraged through the annual update and implementation of school plans, including the school's Local Control Accountability Plan (LCAP), which incorporates both the School Plan for Student Achievement (SPSA) and Western Association of Schools and Colleges (WASC) action items. Through all phases of the plan development and refinement, the school provides several opportunities for families and the community to provide input and feedback on the school's performance and progress. This occurs through meetings (virtual or one-on-one or small group) and surveys administered throughout the year. Through this collaboration, all educational partners have a say in what the goals of the school should be that best meets the needs of our students in preparing them for their postsecondary success.

## State Priority: Pupil Engagement

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

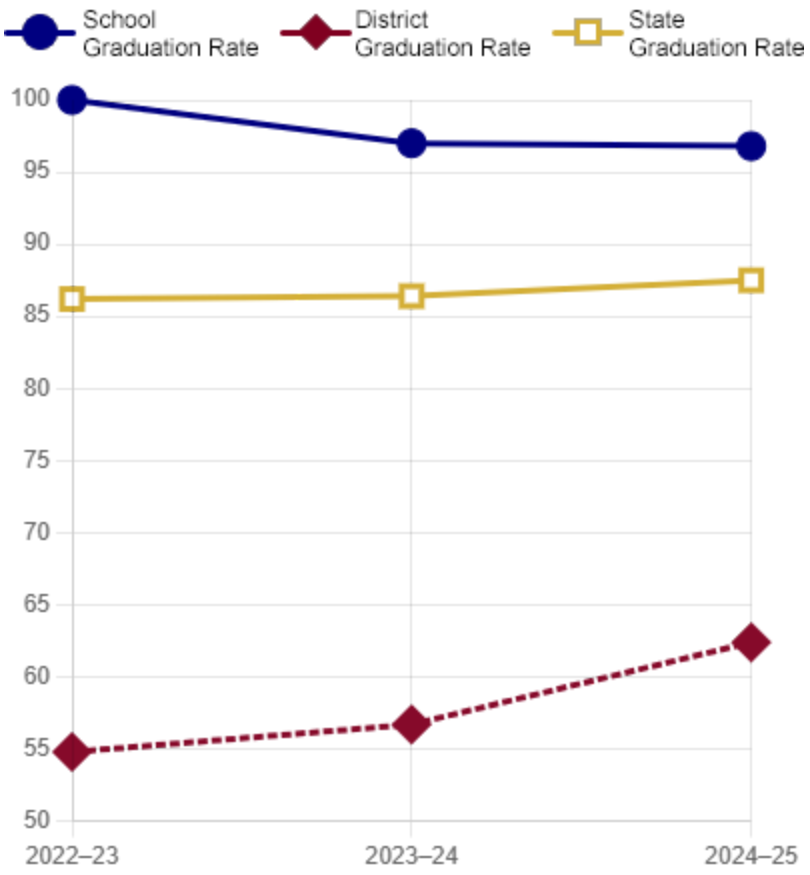
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

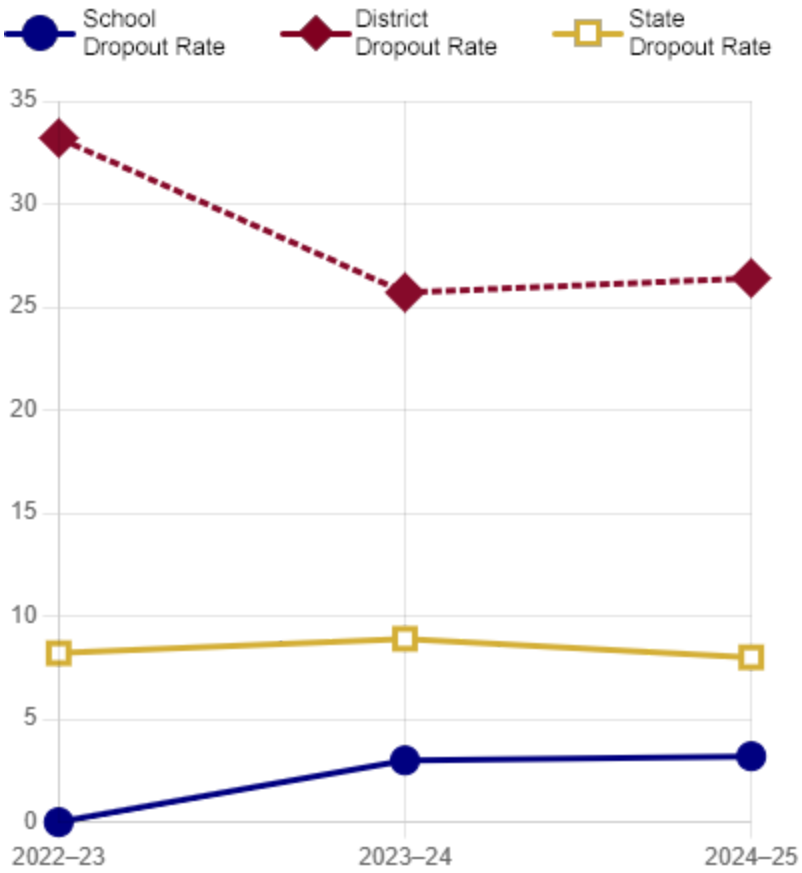
| Indicator | School 2022–23 | School 2023–24 | School 2024–25 | District 2022–23 | District 2023–24 | District 2024–25 | State 2022–23 | State 2023–24 | State 2024–25 |
|---|---|---|---|---|---|---|---|---|---|
| Graduation Rate | 100.0% | 97.0% | 96.8% | 54.8% | 56.7% | 62.4% | 86.2% | 86.4% | 87.5% |
| Dropout Rate | 0.0% | 3.0% | 3.2% | 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 | 31 | 30 | 96.8% |
| Female | 19 | 18 | 94.7% |
| Male | 12 | 12 | 100.0% |
| Non-Binary | 0.0 | 0.0 | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.00% |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00% |
| Filipino | 0 | 0 | 0.00% |
| Hispanic or Latino | 25 | 24 | 96.0% |
| 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 | 26 | 25 | 96.2% |
| 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 | 424 | 392 | 47 | 12.0% |
| Female | 243 | 222 | 25 | 11.3% |
| Male | 178 | 167 | 22 | 13.2% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 14 | 13 | 0 | 0.0% |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 305 | 284 | 39 | 13.7% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 14 | 4 | 28.6% |
| White | 74 | 67 | 3 | 4.5% |
| English Learners | 35 | 32 | 5 | 15.6% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 13 | 12 | 4 | 33.3% |
| Socioeconomically Disadvantaged | 346 | 323 | 39 | 12.1% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 70 | 69 | 6 | 8.7% |

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 | 0.47 | 3.59 | 0.00 | 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 | 0.47% | 0.00% |
| Female | 0.82% | 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 | 0.66% | 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 | 0.58% | 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)**

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The MSCS Advisory Board/School Site Council each year designates a school safety committee to review and approve updates to the plan each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder, or a catastrophic event. MSCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

## 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 | 10.00 | 2 | 0 | 0 |
| 1 | 6.00 | 1 | 0 | 0 |
| 2 | 0.00 | 0 | 0 | 0 |
| 3 | 0.00 | 0 | 0 | 0 |
| 4 | 11.00 | 6 | 0 | 0 |
| 5 | 14.00 | 6 | 0 | 0 |
| 6 | 7.00 | 13 | 0 | 0 |
| Other** | 12.00 | 19 | 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 | 10.00 | 9 | | |
| 1 | 8.00 | 2 | | |
| 2 | 7.00 | 1 | | |
| 3 | 3.00 | 12 | | |
| 4 | | | | |
| 5 | 2.00 | 2 | | |
| 6 | 4.00 | 21 | | |
| Other** | 10.00 | 20 | 1 | |

* 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 | 19.00 | 1 | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | 3.00 | 6 | | |
| 5 | | | | |
| 6 | 4.00 | 27 | | |
| Other** | 11.00 | 31 | | |

* 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 (Secondary) (School Year 2022–23)**

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 7.00 | 24 | 2 | 0 |
| Mathematics | 5.00 | 23 | 2 | 0 |
| Science | 5.00 | 17 | 1 | 0 |
| Social Science | 5.00 | 31 | 1 | 0 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 6.00 | 33 | 1 | |
| Mathematics | 5.00 | 33 | | |
| Science | 6.00 | 21 | 1 | |
| Social Science | 5.00 | 30 | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| English Language Arts | 5.00 | 38 | | |
| Mathematics | 5.00 | 35 | | |
| Science | 4.00 | 30 | | |
| Social Science | 5.00 | 31 | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor* | 1060 |

* 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) | 0.40 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.75 |
| Social Worker | |
| Nurse | 0.10 |
| Speech/Language/Hearing Specialist | 0.20 |
| Resource Specialist (non-teaching) | |
| Other** | 0.00 |

* 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 | $20456.00 | $3398.00 | $17058.00 | $82048.00 |
| District | N/A | N/A | $12261.00 | $90431.00 |
| Percent Difference – School Site and District | N/A | N/A | 32.72% | -9.72% |
| State | N/A | N/A | $11146.18 | -- |
| Percent Difference – School Site and State | N/A | N/A | 41.92% | |

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

**Types of Services Funded (Fiscal Year 2024–25)**

MSCS provides various services and supports so students can excel in their personal and academic growth. Services and supports are provided to support the development of the whole child, which includes a student's academic, social, and emotional well-being. Services are provided to students as determined by the Multi-Tiered System of Supports (MTSS) and range in scope to include universal(Tier I), targeted (Tier II), and intensive (Tier III) supports. Programs and services are provided at the school through the Local Control Funding Formula (LCFF)funds, federal funds, and categorical grants. Services are provided by full or part-time staff or contracted out to outside entities or through the LEA, the Merced County Office of Education.

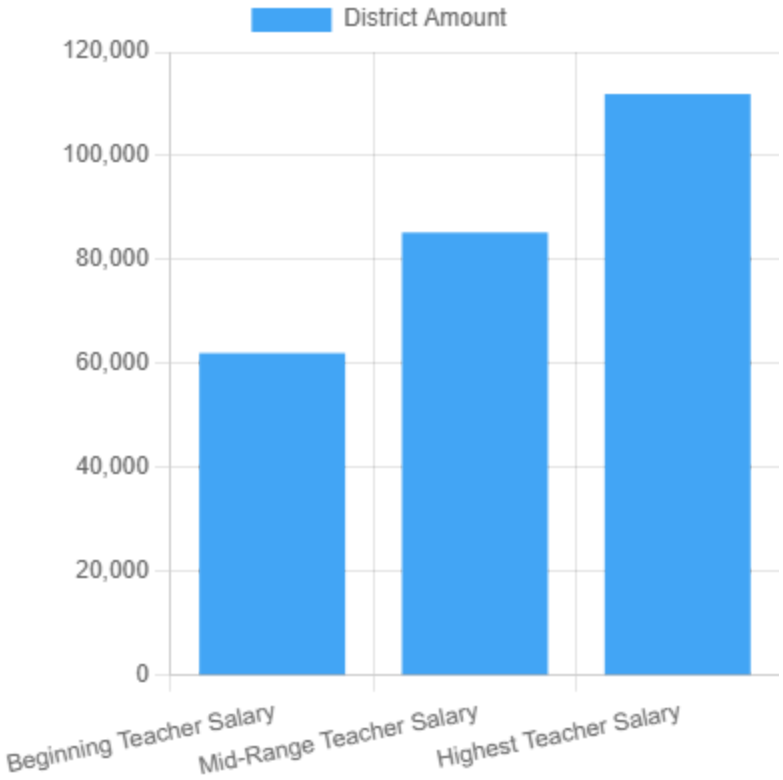
•ELA support
•Math support
•Tutoring
•Social/emotional support
•Life skills workshops
•Leadership and community service opportunities
•Employability and career workshops
•School psychologist and counseling services
•Academic counseling services
•Special Education support
•Technology Support
•Dual enrollment support

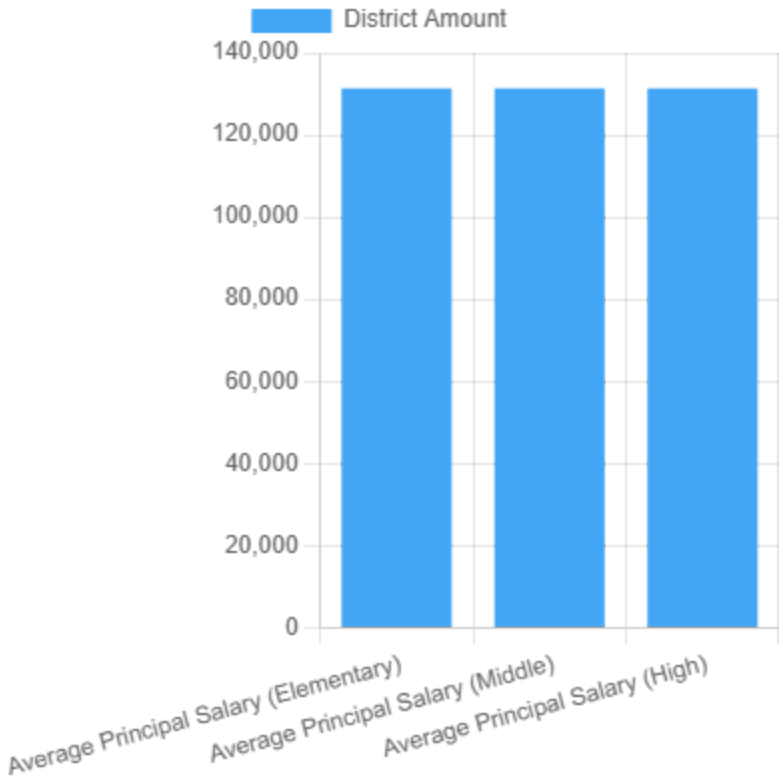
•Career Technical Education

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $62050.00 | -- |
| Mid-Range Teacher Salary | $85258.00 | -- |
| Highest Teacher Salary | $111907.00 | -- |
| Average Principal Salary (Elementary) | $131370.00 | -- |
| Average Principal Salary (Middle) | $131370.00 | -- |
| Average Principal Salary (High) | $131370.00 | -- |
| Superintendent Salary | $271771.00 | -- |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.




**Professional Development**

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