Merced County schools were incorporated more than 150 years ago in 1856 when the first County Superintendent of Schools, William Nelson, petitioned the Board of Supervisors to divide the county into three school districts.

The 1860 census reported a population of 1,141 in Merced County and in 1863, the Schools Superintendent reported an enrollment of 267 children and a county schools budget of $1,000.

The first high school was established in 1895 with 27 students and two teachers under the administration of the County Board of Education. In 1897, a new high school was completed on the corner of 22nd and M Streets in Courthouse Square.

Today, there are 20 school districts with their own Boards of Trustees and Superintendents serving more than 57,000 TK-12 students with Steven E. Gomes, Ed.D., as the 28th County Superintendent of Schools.

Green Meadows Outdoor School, located in Fish Camp near Yosemite National Park, is a year-round education and recreation camp operated by the Merced County Office of Education. Serving students for more than 50 years, MCOE is in the process of renovating parts of the camp to ensure it serves students for years to come.

COVER PHOTOS: From top left, Atwater Elementary School District students work on coding in an after school computer science club; cast members from the summer performing arts program production of “The Tempest” pose for a group photo; students in Hilmar High School’s Robotics class show off their robots at Merced County Career Industry Day; and students weld in Sam Meredith’s Ag Mechanics class at Atwater High School.
Today’s students have more information at their fingertips than any previous generation in history.

To capitalize on this, most schools are implementing one-to-one programs, where each student has their own laptop or tablet. While it is imperative that students have these resources to compete in an ever-evolving job market, we must also ensure that they have career and technical skills to thrive in a vocation.

It is often said that we are preparing students to be college and career ready. I think often times students believe that a college degree grants them automatic access to a job and career. It is a disservice to place students in a course of study that focuses only on vocational skills or academic subjects. We must recognize the value and importance of focusing on both vocational and academic skills. Students need literacy, math, and technology skills to be competitive for good paying jobs in today’s climate.

The local carpenters union tells me that apprentices must master Algebra I and Algebra II in order to complete the program certifying them as a union carpenter. I often hear, “Not everyone is going to college, why don’t we have vocational schools for those that do not plan to attend college?” When I attended high school, students were on a vocational track or academic track. There is no reason students cannot pursue both tracks. Many Career Technical Education (CTE) courses meet the A-G high school prerequisite courses for colleges and universities. CTE, or vocational education as it used to be called, has seen a drastic change.

Many who went to school in the past few generations identify with CTE as auto shop, welding or construction; but the landscape has transformed so much that classes now include hospitality and tourism, sports and entertainment marketing and even logistics and warehousing.

The Merced County Office of Education and school districts continue to support CTE in Merced County. With the new Local Control Funding Formula, CTE incentive grants and California Career Pathways Trust Grants, we can explore new ways to ensure these programs are adequately funded.

MCOE offers more than 90 CTE classes in 32 different programs. These are in addition to the many CTE courses offered by local high schools.

In fact, college articulation allows a student who is enrolled in certain classes to “test” out of a class at Merced College. Nearly 80 high school courses are in line with 36 different Merced College courses throughout Merced County.

Even with the vast list of CTE courses offered in Merced County, there is one blunt truth we must face: Technology evolves at such a rapid and exponential rate that we must prepare students for jobs that do not yet exist.

How are we supposed to do this? The California State Standards will help students obtain the foundation they need, providing the knowledge and critical thinking skills that will empower students. CTE plays a crucial role as well. CTE programs give students the opportunity to explore careers while using traditional vocational and career programs to elevate academics to even higher standards.

While the case used to be that students were either academic or vocational learners, in our complex and digitally driven society, they really need to master both for a successful career and to be prepared for those jobs that do not yet exist. The 2015 Report on Our Schools focuses on the CTE opportunities and you will see the high quality CTE programs available to Merced County students.
In the past few years, student enrollment in Merced County schools has increased. The uptick in enrollment leads to more monies for schools. In turn, Merced County school districts have seen a combined increase of more than $80 million from the 2014-15 school year to the 2015-16 school year thanks to additional funding due to economic growth and from Proposition 30, which voters passed in 2012.

**OUR SCHOOLS, OUR STUDENTS**

**STUDENT ENROLLMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>56,156</td>
</tr>
<tr>
<td>2012-13</td>
<td>56,349</td>
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<tr>
<td>2013-14</td>
<td>56,461</td>
</tr>
<tr>
<td>2014-15</td>
<td>57,011</td>
</tr>
<tr>
<td>*2015-16</td>
<td>57,484</td>
</tr>
</tbody>
</table>

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

* 2015-16 enrollment is a projection

**MERCED COUNTY SCHOOLS’ BUDGET 2010-16**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>$350,000,000</td>
</tr>
<tr>
<td>2010-11</td>
<td>$430,000,000</td>
</tr>
<tr>
<td>2011-12</td>
<td>$470,000,000</td>
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<tr>
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<td>$550,000,000</td>
</tr>
<tr>
<td>2014-15</td>
<td>$590,000,000</td>
</tr>
<tr>
<td>*2015-16</td>
<td>$630,000,000</td>
</tr>
</tbody>
</table>

Source: Merced County Office of Education

Totals include revenue limit, federal, state and other local funding received through the general fund. Does not include MCOE funding.
Merced County schools serve students from a variety of ethnicities and socio-economic backgrounds and our educators are charged with ensuring all students receive the same caliber of instruction. Schools are required to accommodate students of all abilities, though state and federal funding does not completely cover the cost and schools use general fund dollars to make up the difference.

SPECIAL EDUCATION STUDENTS BY DISABILITY

Source: California Dept. of Education
Data collected May, 2015

Source: California Dept. of Education
Data collected December, 2014

Specific Learning Disability
22%
Emotional Disturbance
16%
Speech or Language Impairment
6%
Autism
40%
Other
12%
 Intellectual Disability (formerly Mental Retardation)
8%

Hispanic
17%
White - Not of Hispanic Origin
6%
Asian
3%
Other
3%
Black - Not of Hispanic Origin
3%
On December 10, 2015, the U.S. Congress, with a bipartisan vote, enacted the Every Student Succeeds Act (ESSA).

The ESSA replaces the expired No Child Left Behind Act (NCLB) and gone is the one-size-fits all approach. Unlike the NCLB, the ESSA leaves accountability mostly up to the states. The states must submit their accountability plans or measuring stick to the U.S. Department of Education who plays the role of enforcing the “guardrails” of limited oversight. In fact, the ESSA explicitly prohibits the federal government from interfering in state and local accountability decisions or from requiring specific interventions or improvement strategies.

Educators will welcome less federal government intervention in the educational process. The U.S. Secretary of Education is expressly prohibited from encouraging or forcing a state to use a certain set of standards. Educators advocate for setting high goals and standards for students, however, the NCLB set impossible goals creating a national goal of 100 percent proficiency in math and reading by 2014. Some schools were heralded as Blue Ribbon Schools one year then labeled a low performing school the next year, because they had not met the new NCLB goal percentage for that year.

The process is meant to be punitive and was demoralizing for the educators tasked with delivering those goals — especially in extremely difficult environments. NCLB did force educators to look at assessment data to help determine a course of action leading to improved student academic achievement and it shined a light on the under performance of significant sub groups like English Language Learners and low socio-economic groups when compared to school averages. In other words, schools or districts could not use the average test scores of all students to disguise low scores among those significant subgroups. However, because of its heavy handed punitive nature, educators are not saddened to see No Child Left Behind, left behind.

The ESSA allows states the flexibility to establish ambitious state-designated long-term goals with interim measurements of progress. This means the progress students are making as a school district, school and significant sub-groups, like low socio-economic or English Learners, will be used to measure success. When adopting the new state accountability system or its measuring stick to gauge if school districts are improving, the states must consider different academic indicators depending on grade span. Instead of just looking at test scores, the state must use the progress English Learners make in language proficiency, high school graduation rates, in addition to indicators like school climate, safety, access and completion of advanced coursework or educator engagement. California and the schools in Merced County are uniquely prepared for the implementation of the ESSA because the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP) are already in place. The LCAP enlists a school district’s stakeholders to collaboratively set the district’s educational goals. The LCFF is non-categorical funding, giving school districts and their boards more control to allocate the funding necessary to implement the district’s educational goals. The California State Board of Education is in the second year of developing a new accountability system to encompass many of the indicators outlined in the ESSA.

ESSA critics say the new law is too soft on requiring states to adopt high quality standards and make low performing schools improve. Disadvantaged students stuck in mediocre or worse public schools will lose under the new law. There is great state-wide momentum in California to continue with high standards and expectation for all students and there is already a process in place to assist schools unable to make progress as measured when the new accountability process is in place.

In the future, the California Department of Education (CDE) will play the role of mentor and give guidance to districts struggling to increase student academic achievement. CDE, under NCLB, played a more punitive role with districts for not meeting academic goals. The CDE and MCOE will play a role of facilitator and serve as a resource to districts struggling to improve student academic achievement. The intent is to establish a partnership that is helpful and, in the long run, better for students.
What if you went to the Department of Motor Vehicles to take the multiple-choice test and the test was no longer given as multiple choice?

Instead, you were given prompts like, “It is said that people should be defensive drivers. Cite three examples of driving defensively.” Or “What adjustments should you make and be aware of when driving on a roadway covered with two inches of snow?” Then, you were asked to write justifications for each of your answers.

It is safe to assume that you would have to study the DMV manual in a completely different way if you wanted to answer those types of questions. The percentage of people who would pass such a test would very likely drop dramatically. This metaphor closely illustrates the new mandated testing in California for grades three through 11.

Beginning with the 2014-15 school year, the California Assessment of Student Progress and Performance (CAASPP) became the new student assessment system, replacing the STAR tests (Standardized Testing and Reporting). The results of the first CAASPP testing, in the spring of 2015, recently became public, and I would like to share some insight about the results.

First, the CAASPP tests, based on the new state standards for English language arts and mathematics, are fundamentally different from the previous state tests.

No reliable comparisons between prior scores and new scores can be made. For this reason, this year’s CAASPP scores are better thought of as a starting point – a baseline from which we can judge the progress students are expected to make over time.

Second, it is important to remember that from 2008 to 2014, Merced County school districts were operating with a reduction of more than $1,000 per student. In 2014, the state was able to fund schools at the level at which they had been funded in 2008.

In the next two years, California hopes to provide an average of $10,000 per student and yet, at that funding level California would still be the bottom 25 percent when compared to the other 50 states. Greater funding levels are necessary to maintain lower class sizes, provide adequate professional development for teachers to support all students in learning and to help teachers learn how to teach the new state standards. Greater funding provides the necessary support services and supplies teachers need to be effective in the classroom.

Given these factors, educators worked hard but knew that on average students would not perform well on the CAASPP.

Performing at Grade Level

On average, students in grades 3 through 11 who performed at or above grade level in English language arts

- Reading: 56 percent demonstrated an understanding of literary and nonfiction texts
- Writing: 60 percent demonstrated the skills to produce clear, purposeful writing
- Listening: 71 percent demonstrated effective skills
- Research/Inquiry: 70 percent demonstrated skills, including investigating, analyzing, and presenting information

On average, students in grades 3-11 who performed at or above grade level in each area in mathematics

- Concepts and procedures: 39 percent could apply concepts and procedures
- Problem solving and modeling/Data analysis: 51 percent could use appropriate tools and strategies
- Communicating reasoning: 58 percent could support mathematical conclusions

Third, the educators in Merced County fully recognize that with 35 percent of students meeting or exceeding grade-level standards in English language arts and 21 percent in mathematics is not acceptable. Parents and the public need to understand the challenge with which the county’s educators are tasked. It is a challenge educators accept every day because they know that, over time, the new standards will improve students’ college and career readiness.

K-12 education in Merced County and throughout the state is in transition, incorporating newer teaching methods and student academic success criteria. The CAASPP results will serve as a road map for teachers and school administrators to follow as they focus on the needs of Merced County students. The goal is to prepare students for college or career readiness.

The DMV will continue to use a multiple-choice test, but as 21st-century educators, we are going to use an assessment that measures a student’s depth of knowledge because today’s society requires citizens to think critically and creatively, and then to communicate and collaborate with others.

Finally, there are some high points of the assessment to share. The CAASPP in both content areas, is broken down into smaller components known as claims. On each of the claims listed above, our students did well.
Winton’s Winfield Elementary School hosted several Mix-it-Up Days to help students get out of their comfort zone. During the event, about 250 third through fifth grade students met with students they wouldn’t normally associate with. To help with the process, members of the Atwater High School link crew, some of them former Winton pupils, assisted with Mix-it-Up Day activities where students played games and activities.

Delhi residents turned out in early April for the dedication of El Capitan School’s new multipurpose building. The building will serve 435 students from kindergarten through eighth grade. The new building has more than 5,000 square feet, which is twice the size of the previous multipurpose room. The new building has basketball courts and space for volleyball games along with an extra large stage, and a state-of-the-art dining area.

Students at Plainsburg Elementary School surpassed the school’s Reading Counts goal of 2,300 books and completed more than 2,500 books. Kristi Kingston, the superintendent-principal of the rural school district in the Le Grand area, allowed herself to be duct-taped to a wall since her students surpassed their goal. It took three rolls of duct tape to bind the superintendent to a wall, to the glee of the 125 kindergarten through eighth grade students.

After a small fire grew into an inferno that destroyed the entire agricultural and industrial arts complex at Dos Palos High School in 2009, the school now has a new 2,900-square-foot ag complex which allows the Westside school to embrace state-of-the-art technology. The new building and upgraded classroom equipment give students a chance to participate in developing career and technical education programs. Ag instructor Don Frey says the new building serves the needs of his students.
WIRED CAFE DONATION

Thanks to two donations, Merced's Wired Cafe now has a professional grade mixer and a commercial grade convection oven, which are enabling the cafe to make cookies and brownies for its patrons and expand the learning curve for students working there. KitchenAid donated the professional grade mixer, and oven manufacturer Waring sent the commercial grade convection oven to the downtown Merced program operated by MCOE. About half a dozen special education students serve the public at the West 18th Street cafe and an equal number take food preparation classes in a classroom behind the restaurant.

HIGH-SPEED ACCESS

Green Meadows Outdoor School will soon have high-speed internet access that will allow the school to support a range of new and exciting technologies that will enhance on-site learning and provide access to the school through virtual field trips, remote data sensors, an on-site weather station and much more. The upgraded internet connectivity will allow the data collected by the weather station to be analyzed and used to gain a better understanding of weather patterns in the Sierra Nevada by students throughout the county and world.

MERCED EDUCATIONAL TV

Merced Educational Television is a program operated by MCOE that serves as a video production facility and airs as a local channel in Merced County and some surrounding regions. METV operates the PEG — Public Access, Education and Government — channels in Merced County in coordination with several other local government entities. While METV airs local and national education content, the Government channel broadcasts public meetings and the Public Access channel is available to the community for public announcements and other content.
Career Technical Education has seen an enormous transformation in the past decade. Originally known as Vocational Education, CTE has evolved to match the needs of our changing economy. This transition involved more than just a name change. CTE represents a necessary shift in philosophy from CTE being primarily for non-college bound students to a system that prepares students for both employment and postsecondary education.

Integration of academic and technical education programs has strengthened the goal of ensuring that all students are taught the same rigorous content aligned with challenging academic standards. Today’s CTE programs are focused on postsecondary as well as secondary education while giving students skills they can use throughout their careers.

CTE has always been linked to economic needs in our communities. Today, CTE is a major part of the solution to myriad national economic and workforce problems, including high school dropout rates, economic instability and global competitiveness.

Hilmar students in Robotics learn basic programming as well as problem solving strategies when developing, building and programming robots. Students are introduced to knowledge, concepts, and skills that are needed for understanding technology that is highly interactive, multi-modal, adaptive and autonomous.
Medical students in Delhi learn scientific concepts, theories, and skill development so they can thrive in biology, anatomy, and health care careers. Students demonstrate critical thinking skills as they apply knowledge to laboratory experimentation, real-life scenarios, medical case studies, and physiological response and treatment of infection.

Dos Palos Virtual Enterprise students are involved with an in-school, live, global business simulation (iScream) that offers them a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology.

Atwater welding students learn the welding skills needed to get an entry level position in the manufacturing/fabrication and maintenance industries. The classes include hands-on instruction through project construction. Students practice ARC welding and oxy-fuel welding and cutting, and basics of MIG and TIG Welding.
### 2015-16 Merced County CTE Courses by Industry

#### Agriculture and Natural Resources
- Ag Construction I and II
- Ag Drafting
- Ag Leadership & Technology
- Ag Mechanics I-IV
- Ag Metal Fabrication
- Ag Welding III
- Intro to Ag Computers
- Intro to Agriculture
- Equipment Construction III
- Floriculture
- Welding Ag Shop Skills
- Internships in Ag
- Ag Communications
- Art & History of Floral Design
- Environmental Horticulture
- Ag Small Engines III
- Ag Engine Tech
- Ag Wood I-IV
- Ag Engineering
- Vet Science
- Explorations in Ag
- Ag Foods
- Environmental Ag Science
- Agribusiness Management
- Food Science

#### Arts, Media and Entertainment
- Animation
- Computer Graphics III
- Digital Media Arts
- Digital Media Productions
- Digital Photography
- Drawing & Painting
- Graphic Arts III
- Photography III
- Sculpture Design
- Stage Craft
- Theater Arts I-IV
- Visual Design

#### Business and Finance
- Accounting
- Advanced Accounting
- Business Applications I-III
- Business Administrative Services
- Business Math
- Business Office Professions I/II
- Business & Marketing
- Career Planning in Business & Marketing
- Computer Accounting
- Computer Applications
- Entrepreneurship
- Personal Finance
- Virtual Enterprise

#### Information and Communication Technologies
- Integrated Technology
- Cisco Academy
- Computer Science
- Introduction to Video Editing
- Computer Game Development
- Computer Programming III
- AP Computer Science
- Foundations in Web Design
- Mouse Squad

#### Transportation
- Advanced Auto
- Auto Mechanics I/II
- Career Planning in Transportation
- Automotive Technology III
- Logistics and Warehousing

#### Hospitality, Tourism and Recreation
- Food & Nutrition III
- Culinary Arts I-IV
- Special Education Working Professionals

#### Education, Child Development and Family Services
- Careers with Infants & Toddlers
- Child Development
- Family & Consumer Services
- Foundations in Education I/II

#### Manufacturing & Product Development
- Computer Integrated Manufacturing
- Manufacturing Technology III
- Introduction in Industrial Technology
- Metal Shop I-III

#### Energy, Environment and Utilities
- Green Technology I/II

#### Public Services
- Intro to Criminal Law
- Basic Law
- Concepts of Criminal Law
- Forensics

#### Fashion and Interior Design
- Clothing & Textiles III
- Fashion Design and Merchandising
- Interior Design

#### Building and Construction Trades
- Construction Technology I/II
- Woodshop I-IV
CAREER TECHNICAL EDUCATION

GRANT FUNDING

CE is alive and well in Merced County. Several schools/programs in the area have received grants to promote their growing CTE pathways.

MCOE’s ROP Logistics and Warehousing is a partner in the Yosemite Community College District’s grant. MCOE/ROP received $250,000 for expansion of the Logistics and Warehousing course. Upgrades include the addition of equipment such as a scissor lift, a stand up counterbalance lift, and order picker. Training for the instructor has led to students getting the opportunity to leave class with industry certifications, including OSHA 10.

Delhi Unified School District was awarded $600,000 for the growth of their pathways in Patient Care and Public Safety. This money will assist Delhi to acquire the necessary equipment and curriculum to start and grow options for students in these industry sectors.

An award of $596,261 will help MCOE/ROP start a new program in Manufacturing Technology. This program will fill a need for students leaving high school ready for post-secondary training in equipment maintenance and/or electrical systems in a manufacturing setting.

Agriculture programs throughout Merced County received a total of $3,006,963. Ten high schools in our county (Atwater, Buhach Colony, El Capitan, Golden Valley, Gustine, Hilmar, Le Grand, Livingston, Los Banos and Merced) will benefit with improved quality of programs in Agriscience, Agricultural Mechanics and Ornamental Horticulture Pathways.

BUSINESS/INDUSTRY PARTNERS

Business and industry partnerships are essential to ensure CTE programs produce a pipeline of future employees with the necessary skills to perform 21st century work. Approximately 480 business/industry partners throughout Merced County serve CTE programs through their participation in local CTE Advisory Committees, serving as guest speakers in the classroom, judges/interviewers for classroom projects and mock interviews, hosting field trips, judging at California Technical Student Organization competitions, participating in Career Industry Day, providing equipment and/or monetary donations to programs, providing externship opportunities for CTE teachers, and providing work place learning through job shadows and/or internships for students.

COLLEGE ARTICULATION

College articulation is another added benefit many CTE classes offer. College articulation allows a student who is enrolled in one of the listed classes to “test” out of the like class at Merced College and receive college credit. Assessments for credit range from portfolios, hands-on demonstrations and/or comprehensive tests as well as maintaining an A or B in their high school course.

There are 61 articulation agreements that involve all 13 comprehensive county high schools and 2 alternative education sites covering 60 high school courses throughout the county. 220 students took advantage of the opportunity to earn college credit by completing the articulation agreement.

U.C. APPROVED CTE COURSES

The A-G courses are subject requirements that were established by the University of California system as part of admission to the U.C. or CSU system. Students must complete 15 yearlong high school courses with a grade of C or better — and at least seven of them must be taken in the last two years of high school.

Merced County high schools offer 71 CTE courses that are U.C.-approved as either an elective or fine arts credit. By enrolling in one of these courses, students will be fulfilling one of their A-G requirements. While this is a challenging process, we continue to look for ways to expand our classes and provide this added benefit to our students.
MCOE’s Regional Occupational Program hosts an annual Career Industry Day at the Merced County Fairgrounds that gives approximately 1,200 sophomores from Merced County high schools, and Chowchilla High School, the opportunity to explore career options in California’s 15 industry sectors. The largest career exploration event for high school students in the Central Valley, sectors of industry include agriculture, business and marketing, arts and communication, education, automotive transportation services and health care, among others.

EXCELLENCE IN EDUCATION
For a decade, MCOE and Educational Employees Credit Union have recognized Excellence in Education in Merced County. The program honors both teachers and other school employees at a public event at the Merced Theatre. The 2015 winner of School Employee of the Year is Atwater Elementary School District’s Anjelica Dillsaver. Top honors for teaching went to Sergio De Alba from the Los Banos Unified School District.

CAREER INDUSTRY DAY
MCOE operates the ASSETS After School Program at 40 school sites in 11 school districts throughout Merced County. The program is a collaboration among MCOE, school districts, and community organizations to coordinate, integrate, and enhance academic and enrichment opportunities for students. In May, ASSETS hosted a Sink or Swim Challenge in Delhi that provided STEM-related hands-on activities to captivate student interest and engagement. This innovative project challenged students to build life-size boats using only cardboard and duct tape. A culminating competition pitted teams against each other to see which boats floated with students at the helm.
Nearly 80 volunteers from Merced and Fresno traveled to one of the Sierra Nevada’s most treasured schools, Green Meadows Outdoor School located in Fish Camp. The volunteers hailed from Educational Employees Credit Union, Merced School Employees Federal Credit Union and Merco Credit Union. The list of tasks completed during the credit union volunteer day ranged from painting picnic tables and splitting firewood to clearing brush away from buildings for fire clearance and planting new flower beds.

**ABOUT OUR SPONSORS**

**Stifel Nicolaus & Company** is the leading underwriter of municipal bonds for California K-12 school districts, selling more school bond issues in 2015 than any other firm. We assist school districts with general obligation bonds (for district-wide elections and school facilities improvement districts), bond anticipation notes, certificates of participation and leases, community facilities district special tax bonds, tax and revenue anticipation notes and the refinancing and restructuring of previously-issued bonds.

As of September 30, 2015, Educational Employees Credit Union is the 68th largest credit union in the U.S., the 14th largest in California, and the largest locally-based credit union in the central San Joaquin Valley. As of December 31, 2015, the credit union had more than 248,000 members and over $2.5 billion in assets. EECU has branches in Fresno, Clovis, Hanford, Merced, Madera, Reedley, Selma, Tulare and Visalia.

Merced School Employees Federal Credit Union is the hometown credit union and has proudly served our educational community for over 60 years. Designed with you in mind, we’re a full service financial institution with a wide variety of products and services. We offer everything from savings, checking and investment accounts, to convenient services like ATM debit cards, online banking and mobile banking. We also make loans for just about any purpose. Check out all the benefits of membership and experience the MSEFCU difference!

Headquartered in Vacaville, Travis Credit Union is a not-for-profit, cooperative financial institution serving those who live or work in Solano, Yolo, Sacramento, Placer, San Joaquin, Stanislaus, Napa, Contra Costa, Alameda, Sonoma, Colusa and Merced Counties. Currently, Travis Credit Union is the 13th largest credit union in California, with more than 163,000 members and over $2.3 billion in assets.
OUTDOOR SCIENCE EDUCATION

Camp Green Meadows wrapped up another school year in June with middle school foster youth and non-foster youth students from Merced County. In July, MCOE remodeled one student cabin featuring new insulation, drywall, energy efficient windows and lighting with an overall modern appeal. Following in August, local credit unions Educational Employees Credit Union, Merced School Employees Federal Credit Union and MERCO Credit Union returned to beautify the campus. They began volunteering two years ago and took a break last year because of the forest fires. Their work was instrumental in enhancing the experience for students and families.

The Merced County Education Foundation is building on that energy and will dedicate efforts to remodeling the Nurse’s Station at Camp Green Meadows. The building houses a room for the school nurse and one classroom. It is in dire need of repair to increase the safety and quality of learning for more than 3,000 students and family members who enjoy Camp Green Meadows each year.

The Merced County Education Foundation needs your help to raise $350,000 this year to remodel the Nurse’s Station at Camp Green Meadows. Help provide a safer, more comfortable place for our students when they need it the most.

FOSTER YOUTH

Frequent changes of homes and schools have a detrimental effect on foster youth, especially their academic performance and future success. The MCE Foundation assists the Merced County Human Services Agency in sending Merced County middle school foster youth to spend one week at Camp Green Meadows. This provides experiences for foster youth to learn and build on their academics, social skills and self esteem.

VISUAL & PERFORMING ARTS

Visual and performing arts activities increase students’ confidence and self esteem, encouraging them to express their thoughts and feelings. Through the Summer Performing Arts Program, more than 100 students learned all aspects of assembling a live stage play, gaining global, health and environmental awareness and valuable life skills that transfer to other subject areas. Through the MCE Foundation’s support of visual and performing arts activities, more than 2,500 Merced County students enjoyed their first live orchestra.
MCOE worked with the Merced City School District to build a $1.9 million 5,600-square-foot special education facility at Joe Stefani Elementary School in the Beachwood area between Merced and Atwater. The joint effort between MCOE and MCSD will serve up to 40 severely disabled special education students. The building is specially designed to meet the unique health and physical needs of students. Each classroom has a bathroom with space to accommodate a changing table, a kitchen to address unique dietary requirements and a physical therapy area with a therapy swing.

Merced County Head Start celebrated a milestone 50th anniversary at the George Washington Carver Community Center in Dos Palos. Dozens attended the event, which featured a performance from Head Start students and brief presentations from current and former Merced County Head Start administration. Merced County Head Start currently serves more than 1,200 young children and their families in 18 centers in addition to home-based locations throughout Merced County.

Sixty-fifth through eighth grade students at Planada’s Cesar Chavez Middle School got a glimpse of what it’s like to be an engineer by taking part in this summer’s SWEET Academy. SWEET, which stands for “Students Who Experience Engineering and Technology,” gave students a chance to create things, learn from mistakes and do even better the second time. Mechanical and environmental engineering topics were covered in the summer session with guest speakers and hands on projects.
BUSINESS SERVICES  (209) 381-6736

The Business Services department provides accounting, budgeting, information technology, purchasing and facility development, which includes construction services to various MCOE programs. Business Services also oversees maintenance and operation support for many county sites, including maintenance of a large vehicle fleet. Additionally, business advisory, financial services, technology services and payroll processing services are provided to the 20 school districts in Merced County, as well as the responsibilities of fiscal oversight through the AB1200 process. With the advent of LCFF, the Business Department, in conjunction with the Instructional Services Department, has been directed by the State to review and approve the LCAP of the school districts within the county.

CAREER & ALTERNATIVE EDUCATION  (209) 381-6607

The Career and Alternative Education Department operates schools and programs in service to students and school districts with the vision of Inspiring Students . . . Changing Lives! Merced Scholars Charter School provides middle and high school students a non-classroom based, personalized learning model of education; Valley Community and Court Schools provide an alternative education program for K-12 students; the Regional Occupational Program (ROP) provides career-technical training courses and services to high school and adult students; the EMPOWER Program prepares students for college and career; the California Student Opportunity and Access Program (Cal-SOAP) improves the flow of information about postsecondary education/financial aid and raises achievement levels of targeted students through collegiate academies established on high school campuses; the Foster Youth Services Coordinating Program provides support services to foster children between the ages of 4-21 and provides professional development and training to school districts and other foster youth service providers to coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services.

EARLY EDUCATION  (209) 381-6794

The Early Education Department provides leadership and professional development opportunities, and operates programs that ensure quality early education services to our community. Programs include Early Head Start, Head Start and the Early Head Start-Child Care Partnership grant, Child Care Resource and Referral services which assists families in locating licensed child care, Child Care Subsidy Payment services; helping families pay for child care, the California Preschool Instructional Network (CPIN), the Family Resource Council and Parenting Center, Caring Kids, Abriendo Puertas, the Local Child Care and Development Planning Council, and workforce development services for early education professionals and the Preschools SHINE program which focuses on decreasing childhood obesity. The Early Education Department implements the Quality Rating and Improvement System (QRIS)/Race To The Top-Early Learning Challenge grant called Quality Counts!
Special Education provides a wide range of services for children and young adults with special needs. Ranging in age from newborn to 22 years, these young people need special education for disabilities. They are served in a variety of places: homes, local schools and schools with specialized classes. Services are available to students that reside in Merced County. Services include special classes for students with significant disabilities, the deaf and hard of hearing program, the emotional disturbance program, adaptive physical education services, occupational and physical therapy, the visually impaired program, the orthopedically impaired program, early start infant care, the early intervention autism program, speech and language development, nursing and health assistance, school psychologist and staff development.

The Merced County Special Education Local Plan Area (SELPA) ensures that quality special education programs and services are available throughout the region. The SELPA provides staff development, information systems technology and technical assistance, transition planning support, education related mental health services, among other services.
MCOE MISSION

The mission of Merced County Office of Education, as the educational leader of the Central Valley and trusted community partner, is to transform education and inspire personal, social, and academic achievement of students through collaborative partnerships, accountable leadership and innovative, high quality programs and services.

OVERARCHING STRATEGIC GOALS

• Annually, all staff will report improved communication, morale, trust, and accountability within MCOE.
• All clients will report that MCOE has provided innovative and high quality programs that resulted in increased learning.
• Clients will report that MCOE has promoted a college-going culture and meaningful career pathways; the number of Merced County students enrolling and succeeding in institutions of higher education increased annually.

MCOE Schools

Atwater Valley Community School
1800 Matthews Ave., Atwater (209) 381-4550

Los Banos Valley Community School
715 West H St., Los Banos (209) 827-5600

Merced Valley Community School
1850 Wardrobe Ave., Merced (209) 381-4501

Floyd A. Schelby School
6738 N. Sultana Dr, Livingston (209) 394-7420

Merced Scholars Charter School
808 W. 16th St, Merced (209) 381-5165

Green Meadows Outdoor School
77798 White Chief MT. Rd., Fish Camp (559) 642-0122

Merced County Juvenile Court School
2840 W. Sandy Mush Rd., Merced (209) 381-1414

School District

Atwater ESD
Ballico-Cressey ESD
Delhi USD
Dos Palos-Oro Loma JUSD
El Nido ESD
Gustine USD
Hilmar USD
Le Grand UESD
Le Grand UHSD
Livingston UESD
Los Banos USD
McSwain UESD
Merced City SD
Merced River UESD
Merced COE
Merced UHSD
Plainsburg UESD
Planada ESD
Snelling-Merced Falls UESD
Weaver USD
Winton ESD

Superintendent

Sandra Schiber, Ed.D.
Bryan Ballenger
Adolfo Melara
Jack Mayer
Rae Ann Jimenez
Bill Morones
Isabel Cabral-Johnson
Rosina Hurtado
Donna Alley
Andres Zamora
Steve Tietjen, Ed.D.
Helio Brasil, Ed.D.
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We welcome your questions, comments and feedback. Please email us at info@mcoe.org.