

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Floyd A. Schelby School	24102496068498	May 12, 2022	June 13, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

The purpose of the Floyd A. Schelby Elementary (Schelby) Single Plan for Student Achievement (SPSA) is to meet the requirements for Comprehensive Support and Improvement (CSI). When developing the SPSA, Floyd Schelby Elementary School will identify and address the instructional needs of our students with moderate to severe disabilities. The CSI plan will specify how funding will be used to accomplish the goals outlined in the plan.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Floyd A. Schelby Elementary School has aligned this plan with the CSI Monitoring and Evaluation plan found in the Merced County Office of Education LCAP. While the actions and services contained within that LCAP are geared more towards our Court and Community School Programs, Floyd A. Schelby Elementary School is aligned to the following MCOE LCAP goals:

- All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, Math, and English proficiency.
- Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and

involvement, especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.

- Decrease the number of chronically absent students.
- Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials and maintain facilities.

This plan also works in conjunction with the actions and services provided in our Expanded Learning Opportunities Grant Plan (ELO-G) and the ESSER III plan, which provides our program with teachers on special assignments, behavioral aides, academic paraprofessionals, expanded extended year student hours, enrichment activities for students and parent trainings.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Floyd A. Schelby Elementary School (Schelby) gathered information from staff and parent surveys to solicit feedback on what is needed to increase students' performance. Parents and staff were given the same survey that asked for their input in identifying the instructional needs of students and how funding should be allocated to accomplish the goals outlined in the plan. For parents, teachers were asked to send home the survey with each student in his/her class for parents to fill out, whereas the program secretary distributed the survey to staff to complete. This year's survey included topics on teacher support, behavioral support for students, staff training, enrichment activities, student incentives, and other. There were a total of 62 parent surveys sent home and 15 were returned to school which constituted about 24% of the special education student population, which was representative of the school demographics such as English Learners, low income, and foster youth. As for staff, out of 19 staff, 10 completed the survey, which constituted 53% of the staff. Parents and staff identified teacher support and behavioral support for students as the top two priorities. Yet, parents rated student incentives as the third priority, whereas staff rated staff training and enrichment activities as the priority.

Further, our program is designed to foster close relationships with parents. Feedback from parents is collected informally through many contacts with staff for a variety of needs. We also meet regularly with parents for IEP meetings.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted regularly by coordinators for a variety of reasons including: new students entering the program, parent requests and visits, teacher observations, student observations, and/or for classroom monitoring. Feedback is provided to teachers on a regular basis.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Because we are a special education program that serves students with moderate to severe disabilities, all students with moderate to severe disabilities participate in the CAA (California Alternative Assessment).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student data and performance is monitored daily via teacher observation, teacher developed assessments, informal and formal assessments that drive instruction towards meeting IEP goals and objectives. Curriculum and instruction is modified based on student performance towards meeting IEP goals and objectives. Local assessments used to monitor academic data include the Unique ELA Program, IEP goals, and Discret Trial. Local data used to monitor behavior and social-emotional progress includes data collected from intentional observations based on individual student needs and goals.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The Merced County Office of Education operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). Schelby is comprised of special education students with moderate to severe disabilities, medically fragile students, and preschool to transition age. The Merced SELPA is governed by a Board of Directors, which is made up of the county superintendent and the superintendents of each participating school district within the SELPA region.

The Schelby staff and parents provided input on this plan by participating in a survey. The results of the survey were used for the development of the 2022-2023 SPSA. The Assistant Superintendent of Special Education, Schelby coordinator, and fiscal director were consulted for the development of the SPSA as well.

Floyd A Schelby School and MCOE Special Education have combined their School Site Councils due to our size and proximity. The School Site Council met on December 2, 2021, March 10, 2022, and May 12, 2022, and Schelby English Learners Advisory Committee (ELAC) met on March 9 and May 10, 2022, to review and approve the SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the effects of the pandemic, we have also seen an increase in the number of students who need behavioral and social-emotional support. This is often compounded by a student's cognitive delay or type of disability. By providing increased staff support, staff development, and training we are better able to meet the needs of students to de-escalate challenging behaviors, thereby increasing their access to academics and ensuring safety for our students and staff.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Outcomes

## LEA/LCAP Goal

### Goal 1

Schelby will employ highly qualified staff that is trained to support students to achieve at high levels, leading to a certificate of completion and/or career and college readiness.

### Identified Need

We have a need to increase our graduation rates and our College and Career Indicator outcomes. The CA School Dashboard for 2019 reports that we had a 0% graduation rate and 0% of our students were prepared for College or Career. However, in the California State Dashboard Alternative School Status (DASS) is a better indicator of the graduation rate than in the CA School Dashboard. In 2021, we had a 44.4% Graduation Rate, an increase from 2019. However, Schelby had 100% of students earn a Certificate of Completion as reported in CALPADS Report 15.1. All of our students earn a certificate of completion as they begin to "age out" close to age 22. We believe that some of the discrepancies in the data is due to a data governance issue and have implemented new policies and a new Student Information System to address some of the issues.

As well, we have added work-based learning to our program, increasing students' opportunity to be more prepared for college and career. The actions under this goal will continue to build on the gains we have made in this area.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California State Dashboard Alternative School Status (DASS): Graduation Rate Indicator	2021 DASS Graduation Rate 44.4% (students continue to age 22)	Increase Graduation Rate by 20% Annually
CALPADS: Work Based Learning-Count (CALPADS Report 18.1)	2021-2022 0% of Eligible Students Participated in Work Based Learning	Increase to 100% Participation of Eligible Students in Work Based Learning
CALPADS: Certificate of Completion Cohort Outcome (CALPADS Report 15.1)	2021-2022. 100% of Eligible Students earn Certificate of Completion	Maintain 100% of Eligible Students earning Certificate of Completion

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide Teachers on Special Assignment to support teachers in implementing the adopted state aligned curriculum to help students to access curriculum and instruction by increasing graduation rate and college/career readiness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,656.00

Source(s)

Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide Board Certified Behavioral Analyst (BCBA) to provide behavioral support to students in order to enable them to access curriculum and participate in instruction by increasing graduation rate and college/career readiness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

96,327.00

Source(s)

Comprehensive Support and Improvement (CSI)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide a Behavior Support Specialist to assist the teachers and instructional aides to enable students to better access curriculum and instruction, as well as to minimize challenging behaviors by increasing graduation rate and college/career readiness. .

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90,156.00	Comprehensive Support and Improvement (CSI)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide teacher support or training on a variety of topics which may include use of technology, behavior management, non crisis intervention, implementation of adopted curriculum, teacher credential program support, and mentor teachers to support new teachers in order to increase graduation rate and college/career readiness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title II

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Climate

## LEA/LCAP Goal

## Goal 2

Increase parent/family involvement including families of English Learners, Foster Youth, Low Socio-Economic Status, and students experiencing homelessness, through various activities, such as parent trainings, family events sponsored by Schelby or Family Resource Center, and/or student incentives to promote school attendance.

## Identified Need

To decrease chronic absenteeism. Student chronic absenteeism was impacted by COVID pandemic by parents opting to keep medically fragile students at home and/or not making them available for instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Data Quest 2020-2021 Chronic Absenteeism Rate	2019 Dashboard: 40.5% Chronic Absenteeism 2020-2021 Data Quest: 47.1% Chronic Absenteeism	Decrease by 3% annually for all student groups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Increase parent and family involvement including families of English Learners, Foster Youth, low socio-economic status, and students experiencing homelessness, through various activities, such as parent trainings and/or family events sponsored by Schelby or Family Resource Center to promote school attendance.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I
1000.00	Comprehensive Support and Improvement (CSI)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide all classrooms with a monthly incentive budget to promote student's school attendance and his/her participation in the instructional program to increase school attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Comprehensive Support and Improvement (CSI)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academics

## LEA/LCAP Goal

## Goal 3

Students will increase performance in content areas including English Language Acquisition based on state and district level assessments by providing all teachers and paraeducators staff development, targeted assistance, behavioral support for students, and opportunities to collaborate.

## Identified Need

Overall, many of our students take the CAA and we use local assessment data, including individual IEP goals to monitor progress. Individual student growth is more reflective of student progress than standardized test scores. We have a need to continue to support our students to make progress annually towards their IEP goals. We also have an enrollment of 40.8% English Learners, indicating a continued need to support both integrated and designated ELD.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Alternative ELPAC	Baseline to be established.	3% of students making progress every year.
CAA Results for Mathematics	Due to COVID, CAA was not administered.	3% Increase in students meeting or exceeding standard each year. Baseline to be re-determined each year.
CAA Results for English Language Arts	Due to COVID, CAA was not administered.	3% Increase in students meeting or exceeding standard each year. Baseline to be re-determined each year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

Teachers on Special Assignments (TOSAs) will support teaching staff with professional development on topics that promote student academic growth including English language acquisition.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

Comprehensive Support and Improvement (CSI)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide enrichment activities for students before, during, or after school, and/or summer that target content areas as well as behavioral and sensory needs (sensory room).

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000.00

Comprehensive Support and Improvement (CSI)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

Teachers will receive training in research based strategies that produce significant results in student achievement including English language acquisition.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500.00

Title III



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$18,017.80
Total Federal Funds Provided to the School from the LEA for CSI	\$207,483.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$236,639.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$207,483.00
Title I	\$24,656.00
Title II	\$3,000.00
Title III	\$1,500.00

Subtotal of additional federal funds included for this school: \$236,639.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$236,639.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	207,483.00
Title I	24,656.00
Title II	3,000.00
Title III	1,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	21,656.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	207,483.00
	Title I	3,000.00
	Title I	21,656.00
	Title II	3,000.00
	Title III	1,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	211,139.00

Goal 2

11,000.00

Goal 3

14,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

## **Name of Members**

## **Role**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

hard copy

English Learner Advisory Committee

Susan Castro

Other: Asst. Superintendent of Special Education

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 13, 2022.

Attested:

Lissa Mitchell

Principal, Lissa Mitchell on 5/11/22

Sabrina Robert

SSC Chairperson, Sabrina Robert on 5/12/22