School Year: **2021-22**

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	006068498	Dec. 2, 2021	Dec. 13, 2021

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 Merced County Office of Education (MCOE) Special Education 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 a range of needs such as moderate to severe disabilities and emotional disturbance. 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.

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).

The Special Education Department gathered information from key community partners, including the MCOE Special Education Leadership Team which includes the Assistant Superintendent, Directors, and Coordinators. Key community partners also included certificated staff, classified staff, and parents. The input was gathered from the community partners through surveys, direct phone contact from the teacher to the parent, and/or Zoom meetings.

The MCOE Special Education Program surveys parents annually to solicit feedback on how the program is meeting students' needs, as well as to identify areas of improvement. This year's survey focused on reconnecting students to in-person learning. Teachers were asked to call parents of students from their class during the week of August 11-20, 2021. When gathering parent input, a short survey was developed that included topics on transportation, Expanded Learning Opportunities Plan, Extended Year student hours, enrichment activities, and suggestions on how to use funds ESSER III funds. Each teacher was asked to make contact with parents/guardians for each student in his/her class to have them fill out a survey. There were a total of 758 responses, which constituted about 84% of the special education student population, which was representative of the school demographics such as English Learners, low income, and foster youth.

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.

Feedback from staff is solicited formally and informally through surveys and staff 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 primarily serves students with moderate to severe disabilities, few students participate in the CAASPP. Most students with moderate to severe disabilities participate in the CAA (California Alternative Assessment). Students with emotional disturbance who are in the Sierra Program, which is part of the MCOE Special Education School, not Schelby School, take the CAASPP. All others take the CAA.

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

Local assessments used to monitor academic data include the Unique ELA Program, Acellus, 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). Floyd Schelby School is comprised of special education students with moderate to severe disabilities, 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.

MCOE Special Education Program Leadership Staff (Assistant Superintendent, Directors, Coordinators, Fiscal, and Secretaries) reviewed and provided input on this plan on October 19, 2021.

MCOE Special Education Program Staff (teaching staff, school psychologists, occupational therapists, speech and language therapists, teachers of the visually impaired, Adapted PE teachers,

nurses) participated in a virtual meeting facilitated by the Assistant Superintendent on October 27, 2021, to provide input on this plan.

The Merced County Office of Education Special Education Schools, 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 to review and approve this plan on December 2, 2021.

Resource Inequities

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

As a result of the needs assessment, two resource inequities were identified: a lack of a current English Learner Development Curriculum and a need for increased services for students with challenging behaviors. We have had an increase in English Learners and we have struggled to identify an English Language Development curriculum that meets the needs of English Learners with moderate to severe disabilities and also supports our Unique curriculum. To address this, the MCOE Special Ed Program will be adopting an updated ELD curriculum district-wide.

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

MCOE Special Education 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, Floyd A. Schelby Elementary School did have students graduate or earn a certificate of completion in the 2019 school year and participate in a work based learning program. We believe this was a data governance issue and have implemented new policies and a new Student Information System to address some of these issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California State Dashboard: Graduation Rate Indicator CALPADS: Cohort Outcome County and Rates 15.1 Report	0% (2019 Dashboard) Regular HS Diploma 2020 15.1 Cohort Outcome Count and Rates (2020 CALPADS report) 0% Regular HS Diploma (there will never be a diploma eligible student at this school site). 100% Certificate of Completion	Maintain 100% for certificate of completion for all student groups based on Cohort Outcome County and Rates 15.1 Report.
California State Dashboard: College and Career Indicator CALPADS: Work Based Learning-Count 18.1 Report	0% Students Prepared (2019 Dashboard) 0% 18.1 Work Based Learning (2020 WBL CALPADS Report)	Increase Work Based Learning to 60% for all student groups as measured by the Work Based Learning-Count 18.1 Report .

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 support 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)	Source(s)
11,988	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 instructional aides 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)	Source(s)
26,188	Title I

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)
5,537	Title I

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 for all students, including EL's, Foster Youth, and low Socio-Economic Status, on a variety of topics which may include use of technology, behavior management, implementation of adopted curriculum, teacher credential program support, and assign mentor teachers to support new teachers 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)
4,057	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: communications to parents, parent education (special education process, behavior management, communication, life skills, toileting), and family events to promote school attendance.

Identified Need

To decrease chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard (2019 data): Chronic Absenteeism Rate	40.5% at Schelby School	Decrease by 5% 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 communications to parents, parent education (special education process, behavior management, communication, life skills), and family events 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)
1,208.00	Title I
600.00	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 professional development for teaching staff, program secretaries, and coordinators on the student information system to support appropriate documentation of attendance, graduation and certification of completion documentation.

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)
700.00	Title I

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 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)
6,000	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

Increase academic achievement for all students and increase English Language acquisition rates for English Learners.

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 38% English Learners, indicating a continued need to support both integrated and designated ELD. Teachers also report a need for additional ELD materials and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Alternative ELPAC	Baseline to be established.	50% of students making progress every year.
EL Reclassification Rate	0%	5% increase in students reclassified each year.
CAA Results for Mathematics	Due to COVID, CAA was not administered.	5% 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.	5% 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

Provide ongoing professional development for teaching staff on the Unique ELA curriculum and instructional strategies for English Learners.

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)
5549.00	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 extracurricular activities for students before, during, or after school, and/or summer.

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)
28,188.00	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)

English Learners

Strategy/Activity

Purchase supplemental English Language Development Program and train teaching staff on implementation of new program.

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)

4,200.00	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	$21,919.00
Total Federal Funds Provided to the School from the LEA for CSI	$43,538.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$94,215.00

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)	$40,337.00
Title I	$45,621.00
Title II	$4,057.00
Title III	$4,200.00

Subtotal of additional federal funds included for this school: $94,215.00

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $94,215.00

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

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	40,337.00
Title I	45,621.00
Title II	4,057.00
Title III	4,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	11,988.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	40,337.00
	Title I	33,633.00
	Title I	11,988.00
	Title II	4,057.00
	Title III	4,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,770.00

Goal 2	8,508.00
Goal 3	37,937.00

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
[signature: Susan Castro]	Other: Leadership Committee

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 Dec. 13, 2021.

Attested:

[signature]	Principal, Lissa Mitchell on 12/3/21
[signature]	SSC Chairperson, Sabrina Robert on 12/3/21