

School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Floyd A. Schelby School	24102496068498	September 26, 2024	October 21, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Floyd A. Schelby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

The purpose of the Floyd A. Schelby Elementary (Schelby) Single Plan for Student Achievement (SPSA) is to meet the requirements for Title 1 Schoolwide Program. 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.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Floyd A. Schelby School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of the Floyd A. Schelby Elementary (Schelby) Single Plan for Student Achievement (SPSA) is to meet the requirements for Title 1 Schoolwide Program. 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.

Floyd A. Schelby Elementary School has aligned this plan with 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 toward meeting or exceeding CCSS standards in the areas of ELA, Math, and English proficiency.
- All students with disabilities, including students who are socio-economically disadvantaged, and who participate in the Work-Based Learning Experiences, will be provided expanded work opportunities.
- Students with disabilities, including students who are socio-economically disadvantaged and Hispanic, in grades 9-12 will be enrolled in courses that are aligned with state standards and lead to an Alternate Diploma Pathway course of study aligned with state standards.
- Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, and maintain facilities.

# Educational Partner Involvement

How, when, and with whom did Floyd A. Schelby 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 2024-2025 SPSA. The Assistant Superintendent of Special Education, Schelby coordinators, Directors, and fiscal managers were consulted for the development of the SPSA as well.

The Merced County Office of Education Special Education Schools School Site Council reviewed and approved the SPSA on September 26, 2024.

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not applicable due to small group size at Schelby, a performance color was not available for any of the measured indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not applicable due to small group size at Schelby, a performance color was not available for any of the measured indicators.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None identified.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Floyd A. Schelby School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	2.38%	0	0	2
African American	1.54%	2.74%	1.19%	1	2	1
Asian	3.08%	4.11%	2.38%	2	3	2
Filipino	%	0%	%	0	0	
Hispanic/Latino	83.08%	76.71%	77.38%	54	56	65
Pacific Islander	%	0%	%	0	0	
White	12.31%	16.44%	16.67%	8	12	14
Multiple	%	0%	%	0	0	
<b>Total Enrollment</b>				65	73	84

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		3	11
Grade 1	1	3	
Grade 2	5		1
Grade 3	1	4	1
Grade 4	1		
Grade 5	5	2	
Grade 6	3	7	3
Grade 7	3	3	7
Grade 8	6	3	4
Grade 9	6	4	3
Grade 10	5	6	4
Grade 11	6	5	5
Grade 12	23	33	37
<b>Total Enrollment</b>	65	73	84

**Conclusions based on this data:**

1. There is inconsistency in the growth according to the different student groups.
2. Steady enrollment increase from 2021 to 2024.
3. Greatest enrollment growth was for kindergarten, 7th grade, and 12th grade, but a decrease in 6th grade and 3rd grade.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	25	26	20	43.1%	38.5%	23.8%
Fluent English Proficient (FEP)	6	5	6	4.2%	9.2%	7.1%
Reclassified Fluent English Proficient (RFEP)				0.0%		

**Conclusions based on this data:**

1. There is a decline in the percent in ELs from 2021-22 to 2023-24.
2. There is no data for reclassified students.
3. The number of EL students that are classified as Fluent English Proficient has remained at 5 or 6 students in the past 3 years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			0			0				
Grade 7	*			0			0					
All Grades	*	*		0	0		0	0				

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	



Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Conclusions based on this data:

1. N/A

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 5		*			0			0				
Grade 7	*			0			0					
All Grades	*	*		0	0		0	0				

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A												

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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**Conclusions based on this data:**

1. No current data is available.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										27		

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			0.00			100.0			27		

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	0.00			0.00			100.00			27		

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. There were 27 students testing in 2020-21, there is no current data displayed.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
73	65.8	35.6	1.4
Total Number of Students enrolled in Floyd A. Schelby School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	35.6
Foster Youth	1	1.4
Homeless		
Socioeconomically Disadvantaged	48	65.8
Students with Disabilities	73	100

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	2.7
Asian	3	4.1
Hispanic	56	76.7
White	12	16.4

### Conclusions based on this data:

1. Students with disabilities are 100% of student population.
2. Hispanic ethnicity is the largest student group at 76.7%.
3. 65.8% of the students at Schelby are socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p>College/Career</p> <p>No Status Level</p>		<p>Suspension Rate</p> <p>Blue</p>

**Conclusions based on this data:**

- Schelby's overall suspension rate has the highest level of performance "blue" color.
- The other indicators did not have a performance level.

# School and Student Performance Data

## Academic Performance English Language Arts

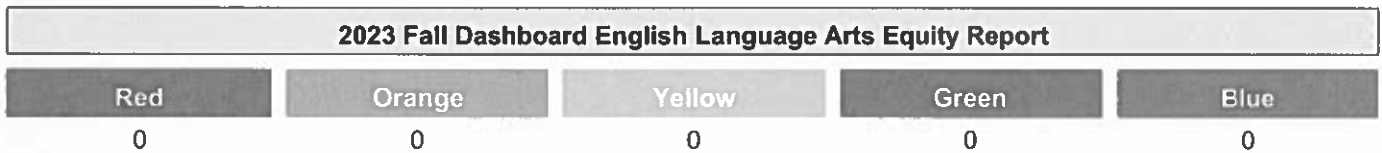
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.







This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>54.3 points below standard</p> <p>Increased +12.3 points</p> <p>20 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>59.5 points below standard</p> <p>Increased +6.3 points</p> <p>14 Students</p>	<p><b>Students with Disabilities</b></p> <p>54.3 points below standard</p> <p>Increased +12.3 points</p> <p>20 Students</p>



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
58.9 points below standard Increased +10 points  16 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  9 Students	0 Students	87.1 points below standard 11 Students

**Conclusions based on this data:**

1. The number of students tested was not large enough to provide a performance level.

# School and Student Performance Data

## Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



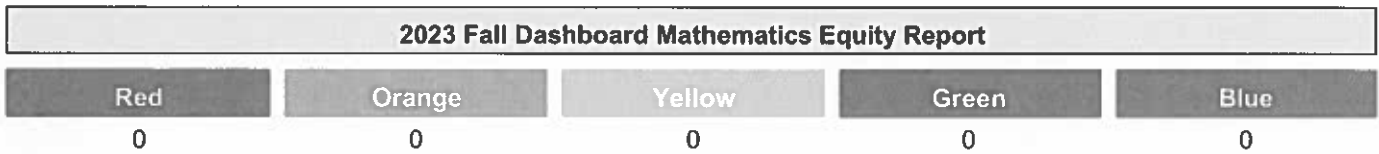
Green





Blue

Highest Performance





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>56.9 points below standard</p> <p>Increased Significantly +19 points</p> <p>19 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Foster Youth</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>63.3 points below standard</p> <p>Increased +12.2 points</p> <p>13 Students</p>	<p><b>Students with Disabilities</b></p> <p>56.9 points below standard</p> <p>Increased Significantly +19 points</p> <p>19 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
62.7 points below standard Increased +11.3 points  15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  8 Students	0 Students	89.5 points below standard 11 Students

**Conclusions based on this data:**

1. The number of students tested was not large enough to provide a performance color.
2. The student groups socioeconomically disadvantaged (+12.2 points) and students with disabilities (+19 points) saw an increase in the number of points from the standard.
3. The Hispanic subgroup performed 62.7 points below standard, which is +11.3 points increase from previous year.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
10% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	0	0	0

#### Conclusions based on this data:

- 10% of EL students are making progress towards English language proficiency.
- There is no data available for the student English Language Acquisition results.

# School and Student Performance Data

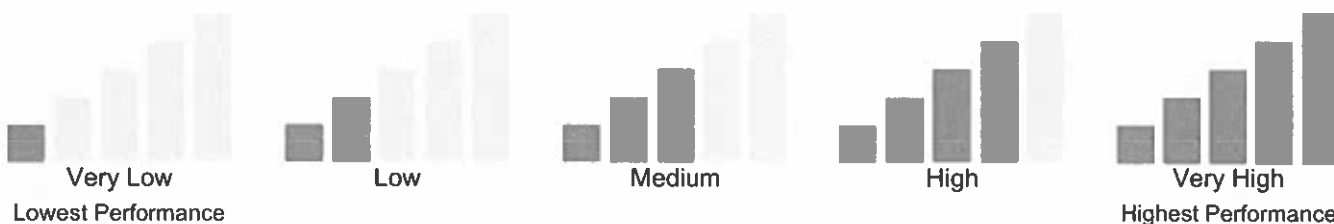
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p align="center"><b>All Students</b></p> <p align="center">Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center"><b>English Learners</b></p> <p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"><b>Foster Youth</b></p> <p align="center">0 Students</p>
<p align="center"><b>Homeless</b></p> <p align="center">0 Students</p>	<p align="center"><b>Socioeconomically Disadvantaged</b></p> <p align="center">Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center"><b>Students with Disabilities</b></p> <p align="center">Less than 11 Students</p> <p align="center">7 Students</p>

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center">0 Students</p>	<p align="center"><b>American Indian</b></p> <p align="center">0 Students</p>	<p align="center"><b>Asian</b></p> <p align="center">0 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center">0 Students</p>
<p align="center"><b>Hispanic</b></p> <p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"><b>Two or More Races</b></p> <p align="center">0 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center">0 Students</p>	<p align="center"><b>White</b></p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>

**Conclusions based on this data:**

1. Data not available.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange


Yellow

Green




Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
59.3% Chronically Absent	75% Chronically Absent	Less than 11 Students
Declined -15.7	Increased 2.3	1 Student
27 Students	12 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	59.1% Chronically Absent	59.3% Chronically Absent
0 Students	Declined -10.5	Declined -15.7
	22 Students	27 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
60% Chronically Absent Declined -8.2  20 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  3 Students

**Conclusions based on this data:**

1. The number of students tested was not large enough to provide a performance color.
2. Students with disabilities' have improved their attendance from previous year. a 15.7 decline in chronic absenteeism.
3. There was a 15.7 decline for students with disabilities, 8.2 decline for Hispanic students, and a 10.5 decline for socioeconomically disadvantaged students.



# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green





Blue

Highest Performance







This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Students with Disabilities</b></p> <p>Less than 11 Students</p> <p>7 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

**Conclusions based on this data:**

1. The number of students tested was not large enough to provide a performance color.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

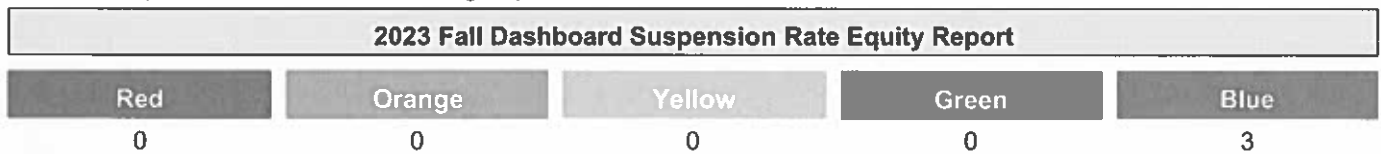
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained 0 81 Students	0% suspended at least one day Maintained 0 29 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 57 Students	 Blue 0% suspended at least one day Maintained 0 81 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 0% suspended at least one day Maintained 0 63 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 12 Students

**Conclusions based on this data:**

1. The number of students tested was not large enough to provide a performance color, with the exception of the Hispanic subgroup which had 0% suspension rate.
2. The 63 Hispanic students, none were suspended for at least one day.
3. The socioeconomically disadvantaged and students with disabilities maintained the suspension rate at 0%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Positive Culture and Engagement

Schelby is dedicated in providing a supportive environment by providing a school climate tht increases engagement and involvement to ensure each child is academically, physically, and emotionally healthy.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

None.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To decrease student's challenging behaviors which will positively impact their academic engagement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide behavioral support to students to enable them to access the curriculum and participate in instruction.	All	19,275.00 Title I

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Proficiency

Schelby is dedicating in supporting EL students in improving their English language proficiency.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

None

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

90% of the EL students at Schelby did not make progress on the Summative Alternate ELPAC.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard 2023: English Learner Progress Indicator (ELPI)	California Dashboard 2023, ELPI: 10% of students of EL students made progress towards English Language Proficiency.	California Dashboard 2023, ELPI: 5% increase in the English language proficiency level

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide classroom language support to English Learner (EL) students in order for them to be able to access the curriculum and participate in instruction.	All Students, English Learners	3,324.00 Title III

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,599.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$19,275.00
Title III	\$3,324.00

Subtotal of additional federal funds included for this school: \$22,599.00

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: \$22,599.00

# 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
Title I	19,275.00
Title III	3,324.00

## Expenditures by Budget Reference

Budget Reference	Amount
	19,275.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	19,275.00
	Title III	3,324.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,275.00
Goal 2	3,324.00

# 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

Esperanza Elias

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 Sept. 26, 2024.

Attested:

Principal, Heather Barco on

Heather Barco 9/26/24

hard copy

SSC Chairperson, Jennifer Flemming on 9-26-24

Jennifer Flemming