

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	John McManus Elementary School
<b>Address</b>	988 East Ave. Chico, CA 95926
<b>County-District-School (CDS) Code</b>	04-61424-6003024
<b>Principal</b>	Chris Weaver
<b>District Name</b>	Chico Unified School District
<b>SPSA Revision Date</b>	March 10, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	April 15, 2021
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## John A. McManus Elementary Mission Statement

The McManus staff collaborates to provide the instruction and support that all students need in order to learn and achieve at high levels. We believe all students can reach their full potential, both academically and emotionally.

## A Shared Vision of the School We Strive to Create at

### McManus Elementary: 2020-2021

- There is a climate of high expectations for student's success, and staff members communicate their high expectations to students, parents, and one another.
- We work together respectfully as a school community to obtain our goals both of social inclusion and high academic success.
- Students and adults alike believe their efforts, improvements, and achievements are recognized and celebrated.
- There is a clear path and procedure to provide early interventions that is monitored on a timely basis.
- Varied enrichment opportunities are provided for students before and after school such as: music, art, sports, drama, fitness and clubs.
- Our school welcomes all children and their families from our diverse Chico community.
- There is a safe and orderly environment.

# School Profile

John McManus School is a Preschool-5th grade elementary school located 76 miles north of Sacramento in the north section of the city of Chico, California. It is one of 12 elementary schools in the Chico Unified School District. McManus currently serves 400 students and has 20 classrooms. In addition to a Resource Specialist Program, the school offers two Severely Handicapped Classes, a Title 1 Resource Program, Instructional Aides and Title 1 teachers who support Title I students and English Language Learners, and an After School ASES Program serving approximately 85 students. Additionally, McManus has two ELD coaches who work with staff on instructional practices and deliver weekly professional developments designed to best meet the needs of our many EL students. McManus is also home to a full-time counselor, as well as a counselor assistant. Twenty-two percent of our students are English Learners. Seventy-seven percent participate in the Free and Reduced Lunch Program. The school is socially, economically, and culturally diverse.

McManus School has an extensive Title 1 program that is implemented to provide a wide variety of supports to our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Direct instruction-Staff uses programs such as SIPPS to provide directed, daily, sequenced reading lessons to students at their instructional level. SIPPS carefully builds each lesson on what was learned in the previous day's lesson, so students are able to fill in missing reading skills in a coherent manner. Our classrooms also utilize iReady in grades Kindergarten-5th grades. iReady is used during classroom instruction as well as tutoring.

McManus Elementary is a PBIS school. Through positive-based behavior interventions, the school has created a positive, safe, and respectful environment in which students are celebrated for positive behavior on campus. Additionally, McManus has been established as an MTSS (Multi-Tiered System of Support) school.

A state-funded preschool opened its doors on our campus in January 2017. We have 24 students at this time. McManus also has a full TK classroom.

McManus is fortunate to have 1:1 devices for all students. Grades 1-5 all have complete Chromebook carts in their classrooms. Additionally, our SH and RSP classrooms utilize Chromebooks,

Language Star is the program McManus utilizes to teach ELD, in which the primary purpose is to teach English grammar and usage to students with primary languages other than English. McManus will work with consultants Kevin Clark and Bradley Williams with the assistance of district ELD coaches to alter and refine our delivery of ELD instruction.

Other Student Support Services - McManus School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. A Computer Technician runs our Computer Lab so students can have weekly lessons in the lab. McManus has a full-time counselor who works on campus with individual students and small groups of students. The counselor is an integral part of our school community to serve students and their parents. Additionally, McManus has one PIP guidance counselor. This counselor also works to support students individually and in small groups. A school nurse and a health aide provide assistance. Either the nurse or health aide is on campus for daily coverage. A speech and language person is on campus to provide speech and language services. A psychologist is on campus three and one half days/week. McManus has a part-time targeted case manager to provide a bridge from school to home. Their services include parenting classes, translations, and assistance in accessing community resources, such as medical, dental, or vision needs. McManus has a strong Reading Pals program to support readers in grades 1st-3rd.

McManus has growing and active participation in our parent/school groups. Site Council, PTA, and ELAC meet often and support McManus students in numerous ways.

McManus is fortunate to operate a before and after-school program funded by an ASES grant. The ASES grant is an extensive after-school program. The after-school program runs for three and a half hours each day. The initial hour of the program is academic. All students either attend homework club or a math tutoring session as determined by pre/post assessments. The remaining two hours of the program include enrichment and recreational activities.

McManus has also continued to support our grade level PLC's. Grade level teams have been established and teachers meet monthly to collaborate with a focus on student academic achievement and data analysis. This PLC model has proved to be successful on our campus for consistent grade level collaboration.

## 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 School Plan for Student Achievement is overseen by the Site Council (SSC). The SSC is comprised of teachers, staff, and parents. All members of the SSC must be elected by the school community. Each position is for a two-year commitment. the SSC meets four times a year to discuss Student Achievement through data that has been collected. Each of the SSC members received a copy of the SPSA for review and input.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.58%	1.64%	0.7%	11	7	3
African American	0.94%	1.41%	1.16%	4	6	5
Asian	9.37%	8.92%	7.44%	40	38	32
Filipino	%	%	0.23%			1
Hispanic/Latino	36.30%	35.68%	38.6%	155	152	166
Pacific Islander	0.47%	1.41%	1.86%	2	6	8
White	44.03%	42.96%	41.16%	188	183	177
Multiple/No Response	0.94%	1.88%	6.51%	4	8	10
<b>Total Enrollment</b>				427	426	430

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	94	104
Grade 1	72	69	69
Grade 2	63	72	65
Grade3	68	71	68
Grade 4	51	66	64
Grade 5	77	54	60
<b>Total Enrollment</b>	427	426	430

### Conclusions based on this data:

1. Enrollment decreased by 1 student from the previous year.
2. Our African-American numbers have increased by 2 students and our White numbers have decreased by 5 students. Our multiple race/ no response increased by 50 percent.
3. During the 2020-2021 school year, our enrollment declined to 397 students. This can be attributed to the COVID19 pandemic and families choosing alternate educational choices.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	80	78	65	18.7%	18.3%	15.1%
Fluent English Proficient (FEP)	20	15	23	4.7%	3.5%	5.3%
Reclassified Fluent English Proficient (RFEP)	21	10	10	21.9%	12.5%	12.8%

### Conclusions based on this data:

1. Our number of English Language Learners has decreased by 2 students.
2. Students reclassified decreased from the previous year by 11.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	66	66	51	66	66	51	66	66	98.1	100	100
Grade 4	71	47	63	71	46	63	71	46	63	100	97.9	100
Grade 5	55	73	58	55	72	58	55	72	58	100	98.6	100
All Grades	178	186	187	177	184	187	177	184	187	99.4	98.9	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2405.	2380.	5.88	12.12	12.12	5.88	27.27	16.67	39.22	24.24	27.27	49.02	36.36	43.94
Grade 4	2441.	2403.	2451.	14.08	6.52	14.29	15.49	15.22	22.22	29.58	23.91	33.33	40.85	54.35	30.16
Grade 5	2460.	2462.	2481.	9.09	12.50	13.79	23.64	16.67	32.76	29.09	23.61	22.41	38.18	47.22	31.03
All Grades	N/A	N/A	N/A	10.17	10.87	13.37	15.25	20.11	23.53	32.20	23.91	27.81	42.37	45.11	35.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.92	18.18	18.18	35.29	50.00	39.39	60.78	31.82	42.42
Grade 4	11.27	10.87	17.46	45.07	50.00	52.38	43.66	39.13	30.16
Grade 5	14.55	16.67	22.41	47.27	38.89	48.28	38.18	44.44	29.31
All Grades	10.17	15.76	19.25	42.94	45.65	46.52	46.89	38.59	34.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.76	13.64	9.09	49.02	50.00	45.45	39.22	36.36	45.45
Grade 4	9.86	4.35	19.05	59.15	43.48	58.73	30.99	52.17	22.22
Grade 5	9.09	13.89	20.69	60.00	52.78	50.00	30.91	33.33	29.31
All Grades	10.17	11.41	16.04	56.50	49.46	51.34	33.33	39.13	32.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.96	10.61	9.09	56.86	69.70	60.61	41.18	19.70	30.30
Grade 4	12.68	8.70	4.76	59.15	58.70	76.19	28.17	32.61	19.05
Grade 5	10.91	15.28	6.90	61.82	52.78	65.52	27.27	31.94	27.59
All Grades	9.04	11.96	6.95	59.32	60.33	67.38	31.64	27.72	25.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.84	16.67	9.09	43.14	46.97	46.97	49.02	36.36	43.94
Grade 4	16.90	6.52	14.29	57.75	47.83	50.79	25.35	45.65	34.92
Grade 5	14.55	16.67	15.52	49.09	40.28	56.90	36.36	43.06	27.59
All Grades	13.56	14.13	12.83	50.85	44.57	51.34	35.59	41.30	35.83

**Conclusions based on this data:**

1. Overall, 100 percent of the students were tested.
2. 5th grade showed wonderful growth: overall Reading achievement almost doubled in Standard Met with 32.76%. The % of Standard Not Met decreased significantly by 16.19%. This growth can be attributed to the K-5 guided reading groups which focuses on individualized instruction for all students at their Instructional Reading Level. Additionally, interventions including Reading Pals, and R.T.I. have closed achievement and equity gaps.
3. 4th grade is a wonderful example of growth: overall Reading achievement more than doubled from the previous year with a 7.77% increase in Standard Exceeded and a 7% growth in Standard Met. Each category grew and the % Below Standard decreased. This growth can be attributed to the K-5 guided reading groups which focuses on individualized instruction for all students based upon their Instructional Reading Level. Additionally, interventions including Reading Pals, and R.T.I. have closed achievement and equity gaps.

\*\*\*During the 2019-2020 school year, SBAC data was not collected due to the COVID-19 pandemic. Standardized District Assessment, STAR, was given to track student growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	66	66	51	66	66	51	66	66	98.1	100	100
Grade 4	71	47	63	71	46	63	71	46	63	100	97.9	100
Grade 5	55	73	58	55	72	57	55	72	57	100	98.6	98.3
All Grades	178	186	187	177	184	186	177	184	186	99.4	98.9	99.5

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2408.	2369.	0.00	4.55	3.03	17.65	30.30	13.64	31.37	22.73	25.76	50.98	42.42	57.58
Grade 4	2461.	2409.	2450.	9.86	0.00	7.94	33.80	13.04	28.57	28.17	34.78	38.10	28.17	52.17	25.40
Grade 5	2463.	2455.	2453.	12.73	2.78	3.51	9.09	16.67	12.28	29.09	29.17	38.60	49.09	51.39	45.61
All Grades	N/A	N/A	N/A	7.91	2.72	4.84	21.47	20.65	18.28	29.38	28.26	33.87	41.24	48.37	43.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.84	16.67	9.09	27.45	34.85	24.24	64.71	48.48	66.67
Grade 4	18.31	4.35	11.11	33.80	26.09	39.68	47.89	69.57	49.21
Grade 5	16.36	6.94	1.75	27.27	27.78	31.58	56.36	65.28	66.67
All Grades	14.69	9.78	7.53	29.94	29.89	31.72	55.37	60.33	60.75

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.84	19.70	6.06	52.94	45.45	40.91	39.22	34.85	53.03
Grade 4	21.13	4.35	11.11	46.48	36.96	49.21	32.39	58.70	39.68
Grade 5	10.91	6.94	12.28	43.64	43.06	42.11	45.45	50.00	45.61
All Grades	14.12	10.87	9.68	47.46	42.39	44.09	38.42	46.74	46.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	7.58	7.58	56.86	56.06	36.36	37.25	36.36	56.06
Grade 4	14.08	2.17	9.52	47.89	32.61	49.21	38.03	65.22	41.27
Grade 5	9.09	5.56	5.26	40.00	41.67	49.12	50.91	52.78	45.61
All Grades	10.17	5.43	7.53	48.02	44.57	44.62	41.81	50.00	47.85

**Conclusions based on this data:**

1. The number of students tested increased by two.
2. In Overall achievement, 3rd grade declined in Standard Met and Standard Exceeded. A slight 3 % increase in Standard Nearly Met was the only area of growth, Standard Not Met increased by 15%.
3. In Overall achievement, 4th grade showed a 7.94% increase in Standards Exceeded, 15.53% growth in Standard Met, 3.32% growth in Standard Nearly Met, and significantly reduced Standard Not Met by a 26.77%.

\*\*\*Due to the COVID-19 pandemic, the SBAC was not taken and state assessment data is not available, however students took District Standardized Assessments through the I-Ready Curriculum.

# School and Student Performance Data

## ELPAC Results 2017-18 Summative Assessment Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1437.1	1418.2	1455.2	1435.0	1394.5	1378.8	18	22
Grade 1	*	1464.2	*	1475.1	*	1452.8	*	13
Grade 2	1446.5	*	1449.2	*	1443.7	*	13	4
Grade 3	*	1455.8	*	1454.6	*	1456.8	*	14
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	8
All Grades							67	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.55	*	45.45	*	27.27	*	22.73	18	22
1	*	15.38	*	23.08	*	61.54	*	0.00	*	13
2	*	*	*	*	*	*	*	*	13	*
3		0.00	*	35.71	*	35.71	*	28.57	*	14
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	28.36	11.43	29.85	38.57	31.34	35.71	*	14.29	67	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	18.18	*	45.45	*	18.18	*	18.18	18	22
1	*	23.08	*	46.15	*	30.77	*	0.00	*	13
2	*	*	*	*	*	*	*	*	13	*
3	*	14.29	*	57.14	*	7.14	*	21.43	*	14
4		*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	38.81	24.29	35.82	48.57	*	15.71	*	11.43	67	70

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.55		13.64	72.22	77.27	*	4.55	18	22
1	*	7.69		23.08	*	38.46	*	30.77	*	13
2	*	*	*	*	*	*	*	*	13	*
3		7.14	*	14.29	*	35.71	*	42.86	*	14
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	19.40	5.71	*	24.29	44.78	50.00	22.39	20.00	67	70

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	66.67	36.36	*	50.00	*	13.64	18	22	
1	*	53.85	*	46.15	*	0.00	*	13	
2	*	*	*	*	*	*	13	*	
3	*	0.00	*	78.57		21.43	*	14	
All Grades	43.28	27.14	41.79	62.86	*	10.00	67	70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	61.11	13.64	*	68.18	*	18.18	18	22	
1	*	7.69	*	92.31	*	0.00	*	13	
2	*	*	*	*	*	*	13	*	
3	*	42.86	*	35.71	*	21.43	*	14	
4	*	*	*	*	*	*	*	*	
All Grades	56.72	31.43	28.36	57.14	*	11.43	67	70	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	4.55	77.78	90.91	*	4.55	18	22
<b>1</b>	*	15.38	*	38.46	*	46.15	*	13
<b>2</b>	*	*	*	*	*	*	13	*
<b>3</b>		0.00	*	28.57	*	71.43	*	14
<b>5</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.40	7.14	49.25	58.57	31.34	34.29	67	70

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	9.09	*	63.64	*	27.27	18	22
<b>1</b>	*	7.69	*	84.62	*	7.69	*	13
<b>2</b>	*	*	*	*	*	*	13	*
<b>3</b>	*	21.43	*	64.29		14.29	*	14
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.87	14.29	58.21	71.43	*	14.29	67	70

**Conclusions based on this data:**

1. The number of students increased by 4.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
426	81.9	18.3	0.9

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	18.3
Foster Youth	4	0.9
Homeless	14	3.3
Socioeconomically Disadvantaged	349	81.9
Students with Disabilities	55	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian	7	1.6
Asian	38	8.9
Hispanic	152	35.7
Two or More Races	26	6.1
Pacific Islander	6	1.4
White	183	43.0

### Conclusions based on this data:





1. As we have a high number of Socioeconomically Disadvantaged students, McManus has a strong Title 1 Intervention program. This program includes both small group inside and outside the classrooms. A robust Guided Reading program has been grown to include 4th and 5th grades. Our English Learner population has been declining. Redesignations were high last year, in large part due to the Language Star program.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. This data shows that we need to improve scores in both English Language Arts and Mathematics. The implementation of small group instruction in Reading K-5 is a move in the right direction.
2. Our Attendance Team has been involved this year in frequently contacting the families who are chronically absent and offering assistance. Additionally, the principal and school counselor make home visits when families are difficult to get a hold of. Our learning community has monthly A.D.A make-up days for students.
3. Our suspension rate is in the red, and our P.B.I.S. Team is refining our behavior flowchart and interventions to better respond to challenging behaviors.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 31.2 points below standard Increased ++8.5 points 175	<p><b>English Learners</b></p>  Yellow 53.9 points below standard Increased ++7.4 points 43	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 63.6 points below standard 11	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 33.4 points below standard Increased ++14.9 points 157	<p><b>Students with Disabilities</b></p>  Yellow 56.7 points below standard Increased ++7.7 points 35

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 9.6 points below standard Increased Significantly ++15.6 points 13	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.2 points below standard Declined -13.8 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 5.6 points below standard Increased Significantly ++17.9 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.1 points below standard Maintained -0.3 points 26	24.3 points above standard Increased Significantly ++40.4 points 17	24.4 points below standard Increased ++6.7 points 131

**Conclusions based on this data:**

1. The majority of our subgroups increased with Socioeconomically Disadvantaged students having the greatest gain of 14.9 points. This wonderful growth can be attributed to the addition of Guided Reading Groups K-5.
2. A celebration is that our Reclassified English Learners increased nearly by 40.4 points and our English only increased by 6.7 points. The ELD Language Star program is continuing to support student achievement for our English Learners.
3. Our Hispanic subgroup declined by 13.8 points indicating our learning community needs to identify causal factors and create a plan of intervention.

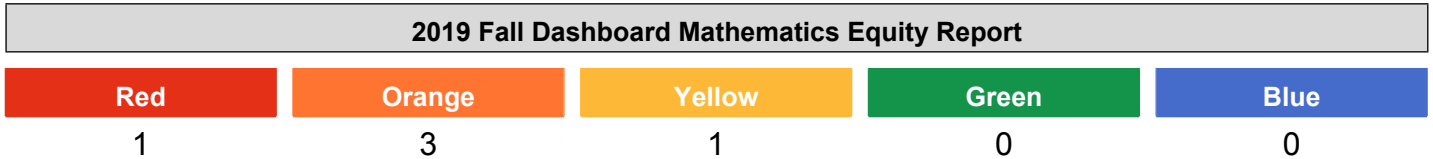
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 58.3 points below standard Maintained -2.1 points 174	<p><b>English Learners</b></p>  Orange 80.2 points below standard Declined -13.3 points 43	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 59.8 points below standard Increased ++3.8 points 156	<p><b>Students with Disabilities</b></p>  Red 104.4 points below standard Declined -12.4 points 34

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color <span style="background-color: #e6f2ff;">48 points below standard</span> Increased ++14.8 points 13	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff;">76 points below standard</span> Declined -15 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange <span style="background-color: #e6f2ff;">43.8 points below standard</span> Maintained ++1.8 points 81

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">125.2 points below standard</span> Declined Significantly -24.8 points 26	<span style="background-color: #e6f2ff;">11.4 points below standard</span> Increased Significantly ++21.9 points 17	<span style="background-color: #e6f2ff;">51.1 points below standard</span> Maintained ++0.9 points 130

#### Conclusions based on this data:

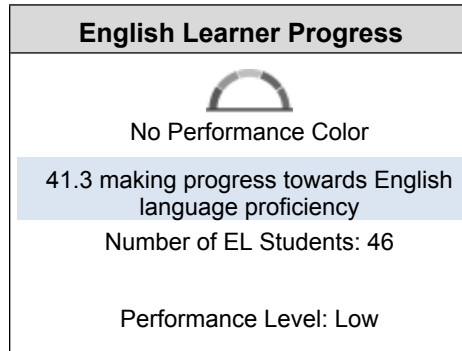
1. Our Socioeconomically Disadvantaged students grew by 3.8 points due to lack of individualized and differentiated instruction.
2. Our English Learners stayed in the orange and decreased by 13.3 points due to a lack of individualized and differentiated instruction.
3. Our students with disabilities dropped significantly by 12.4 points. Our learning community needs to identify causal factors and create a plan for intervention.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
28.2	30.4		41.3

#### Conclusions based on this data:

- 71 % of EL students maintained or progressed at least one ELPI Level last year.
- 13 students decreased one ELPI Level. Causal factors need to be addressed to improve student achievement.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

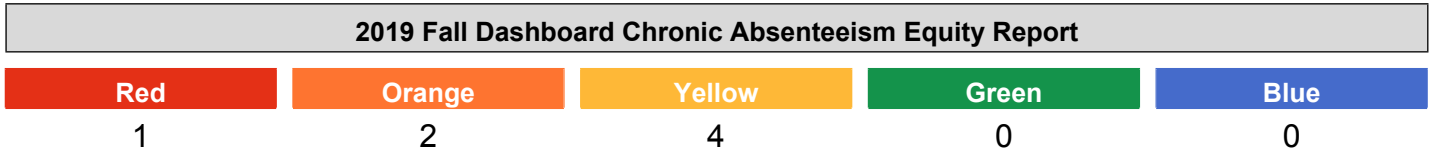
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 13.1 Increased +0.7 465	<p><b>English Learners</b></p>  Orange 7.1 Increased +4.6 84	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p>  No Performance Color 12.5 Declined -1.8 24	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13.9 Increased +0.6 388	<p><b>Students with Disabilities</b></p>  Yellow 17.7 Declined -3.3 79



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 2.6 Increased +2.6 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.9 Increased Significantly +5.5 161	 Yellow 11.1 Declined -5.6 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 13.3 Declined Significantly -3.1 210

**Conclusions based on this data:**

1. Our highest group of Chronically Absent students is our Hispanic population, however, they showed an increase of 5.5 points.
2. Our English Learners showed an increase of 4.6 points.
3. Students with disabilities declined by 3.3 points.

# School and Student Performance Data

## Academic Engagement Graduation Rate

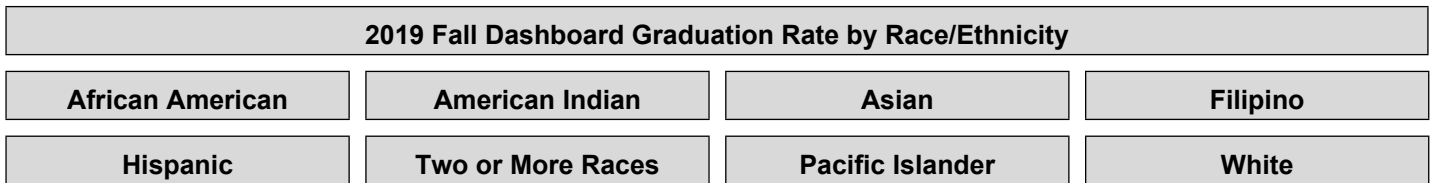
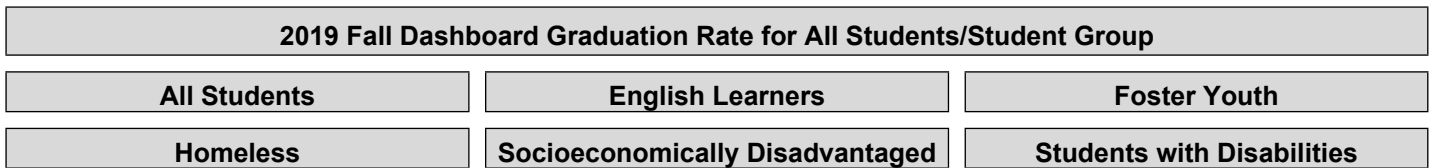
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

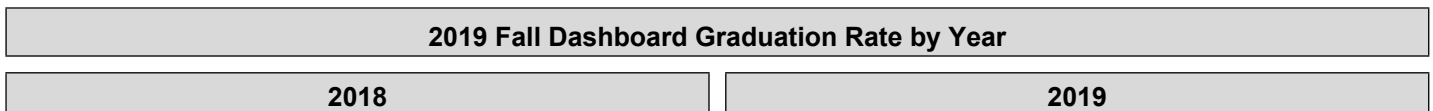
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

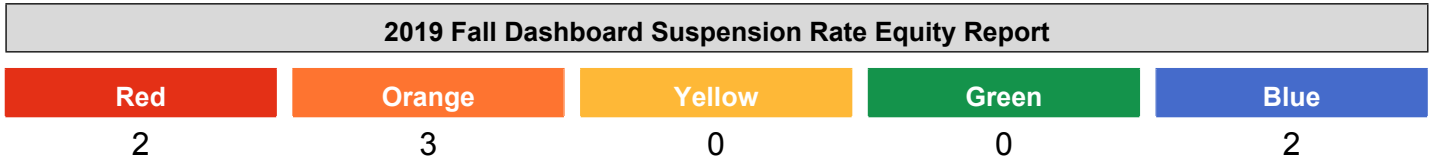
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>3.5</p> <p>Increased Significantly +3.3</p> <p>491</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>2.3</p> <p>Increased +2.3</p> <p>87</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>28</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>4.2</p> <p>Increased Significantly +4.2</p> <p>408</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.4</p> <p>Increased +2.4</p> <p>82</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 8	 Blue 0 Maintained 0 42	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4 Increased Significantly +2.4 169	 Blue 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data 6	 Red 4.1 Increased Significantly +3.6 220

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.2	3.5

**Conclusions based on this data:**

1. Our suspension rate for all students is in the red indicating that our PBIS Team needs to identify causal factors and identify alternative ways to respond to challenging behavior on campus.
2. Our Asian and Two or More Races are both in the blue indicating that those populations are not being suspended.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Quality Teachers, Materials, and Facilities

### Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

### LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.

1.2: 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

McManus will adhere to Williams Act requirements.

McManus will maintain the ratio of students to device ratio 1:1.

By June 1, 2022, certificated staff will have participated in at least 4 professional learning workshops targeting High Impact Practices and PBIS. (One of the four training sessions will address equity and bias.)

New Teachers will be trained in Bias and Equity practices

New Teachers will be trained in PBIS.

### Basis for this Goal

Employing the MTSS Framework at McManus includes the element of capacity building infrastructure where professional development and coaching are included. Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in continuous learning. McManus, as part of the Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. Additionally, we are committed to maintaining and beautifying our facilities in order for students, families, and staff members to have a sense of pride in our school. The safety of our facilities is consistently monitored by our Maintenance and Operations Department. McManus students have access to appropriate instructional materials and the necessary technology to ensure that they are ready and prepared for their educational experience.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) to continue to indicate "good".
State Priority 1: Basic Instructional Materials	100% of McManus classrooms have sufficient instructional materials as	McManus classrooms will continue to have sufficient instructional materials as verified by the Williams Report.

Metric/Indicator	Baseline	Expected Outcome
	verified by a CUSD School Board Resolution and the Williams Report.	
State Priority 1: Basic Instructional Materials	McManus has a 1:1 device to student ratio for their chromebooks. McManus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	McManus will maintain a 1:1 device to student ratio for their chromebooks. McManus students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.

## Planned Strategies/Activities

### Strategy/Activity 1

McManus will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

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

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

McManus will prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning.

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

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount	725,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies

<b>Description</b>	Restricted Lottery Textbook Fund
<b>Amount</b>	275,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	General Textbook Fund
<b>Amount</b>	176,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Educational Software - Renaissance Learning, iReady
<b>Amount</b>	800,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Educational Software (Illuminate, Follett, DNA, Mitinet Library Solutions, Aeries, Edgenuity)
<b>Amount</b>	1,000,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

### Strategy/Activity 3

McManus will facilitate communicate with the CUSD Maintenance and Operations Department to help identify and prioritize site facility repair needs.

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,500,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Maintenance and Operations

## Strategy/Activity 4

McManus will facilitate the home and school usage of student Chromebooks including device management, and will ensure student access to emerging technologies.

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	385,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	IT Support Staff - Total District Cost

## Strategy/Activity 5

McManus will provide Library/Media services.

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,474
<b>Source</b>	Site LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Librarians & Library Media Assistants

<b>Amount</b>	1,100,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Librarians and Library Media Assistants

## Strategy/Activity 6



McManus will support BTSA professional development by providing a mentor teacher and providing release time for collaboration.

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

All

**Timeline**

2021-22

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Fully Align Curriculum and Assessments with California State Standards

### Goal Statement

McManus will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

### LCAP Goal

CUSD LCAP Goal 2: Fully align Curriculum and Assessment with State Standards

2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities..

2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.

2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- All certificated personnel will continue to implement CSCS..
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

### Basis for this Goal

In accordance with the MTSS Framework, McManus' strong and engaged site leadership team will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. McManus has a teacher representative on the District Leadership Committee who regularly attends meetings and reports back to staff.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer refine assessment plans.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	95% of McManus teachers attended one or more trainings in Math and/or the Next Generation Science Standards.	100% of McManus teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.

### Planned Strategies/Activities

## Strategy/Activity 1

District Leadership Council (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development.

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

All

### Timeline

2021-22

### Person(s) Responsible

District  
DLC

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	375,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	District Leadership Council Instructional Teachers on Special Assignment (TOSAs)
<b>Amount</b>	116,000
<b>Source</b>	Title I - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Illuminate/Data Teacher on Special Assignment (TOSA)
<b>Amount</b>	101,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	DLC Instructional TOSA's
<b>Amount</b>	430,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teacher Professional Development Support
<b>Amount</b>	99,000

<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Technology Professional Development
<b>Amount</b>	140,000
<b>Source</b>	Title I - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	English Language Development (ELD) Teachers on Special Assignment (TOSA)

## Strategy/Activity 2

McManus will continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8,019
<b>Source</b>	Title II - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional learning community meetings (3 subs/day), to share expertise, work collaboratively analyzing data and improving teaching skills and the academic performance of students.
<b>Amount</b>	430,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional Development
<b>Amount</b>	99,000
<b>Source</b>	Title II - District
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology Professional Development

### Strategy/Activity 3

McManus will administer common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

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

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
Classroom Teachers  
Support Staff  
DLC

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

McManus staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

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

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
Classroom Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

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

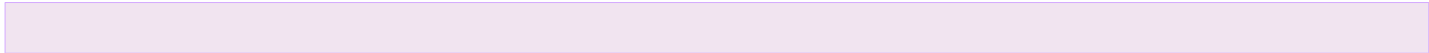
All

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
Classroom Teachers



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	176,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	iReady and Renaissance Place

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Support High Levels of Student Achievement in a Broad Range of Courses

### Goal Statement

McManus will increase overall student achievement in English Language Arts and Mathematics. McManus teachers will utilize the NGSS curriculum to support high levels of student achievement in science.

### LCAP Goal

CUSD LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers
- 3.2 Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready..
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 3.4: Increase student achievement for English learners.
- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

#### Site Goal:

McManus will increase by 5% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.

McManus will increase by 10% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

### Basis for this Goal

Through the framework of MTSS, McManus staff will continue to provide academic and behavioral strategies for students with various needs. Constant equitable evaluation of this framework from McManus' MTSS site coordinator, School Equity Accountability Team, Wellness Team, and PBIS Team will ensure that the following key components will be monitored for student success: universal screening, tiers of intervention that can be amplified in response to levels of need, ongoing data collection and continual assessment, schoolwide approach to expectations and continual assessment, schoolwide approach to expectations and supports, and parent involvement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
BPST K-2	Tri 2 2021	61% of students K-2 at grade level by Tri 2 of 2022
BAS 1st-2nd	Tri 2 2021	50% of students 1st-2nd at grade level by Tri 2 of 2022
STAR Reading for ELA 3-5	Tri 2 2021	40% of students 3rd-5th at grade level by Tri 2 of 2022
Math- K-1 District Benchmarks	Tri 2 2021	63% of students K-1 at grade level by Tri 2 of 2022
Math- iReady 2-5th	Tri 2 2021	43% of students 2nd-5th at grade level by Tri 2 of 2022

# Planned Strategies/Activities

## Strategy/Activity 1

McManus will provide intervention support, curriculum and supplemental material to support instruction.

## Students to be Served by this Strategy/Activity

All

## Timeline

2021-22

## Person(s) Responsible

Principal  
Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,325,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Site Allocated Funds - Intervention/Instruction
<b>Amount</b>	60,600
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.7 Title 1 Teacher
<b>Amount</b>	86,869
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.6 Title 1
<b>Amount</b>	43,286
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.5 Part-Time Title 1 Teacher
<b>Amount</b>	31,629
<b>Source</b>	Title I - Site



<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.4 Part-Time Title 1 Teacher
<b>Amount</b>	16,630
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.25 IA-Bilingual
<b>Amount</b>	31,754
<b>Source</b>	Site LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	2 Instructional Aides
<b>Amount</b>	45,959
<b>Source</b>	Site LCAP
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	5 Part-Time School Aides
<b>Amount</b>	28,887
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.4 Part-Time PBIS/ Title 1 Teacher

## Strategy/Activity 2

McManus will use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners.

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

English Learners

### Timeline

2021-22

### Person(s) Responsible

Principal  
Teachers  
Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	140,000
<b>Source</b>	LCFF - District Supplemental

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD Coaches provide student curriculum and teacher professional development

### Strategy/Activity 3

McManus will train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction.

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

English Learners

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
DLC Representative  
Staff

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

Bilingual Aides

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

English Learners

#### Timeline

2021-22

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	517,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Bilingual Aides

### Strategy/Activity 5

All Day Kindergarten Aides

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

Kindergarten Students

#### Timeline

2021-22

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	330,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	All Day Kindergarten Aides

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Provide Opportunities for Meaningful Parent Involvement and Input

### Goal Statement

McManus will continuously seek ways to provide opportunities for meaningful parent involvement and input.

### LCAP Goal

CUSD LCAP Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.

4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.

4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: -

McManus will increase the number of parents participating in PTA by 10%.

McManus will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.

McManus will increase the percentage of parents completing the School Climate Survey by 20%

McManus will have all PTSA, ELAC, and SSC meetings notices posted to the Website and Aeries calendar. SSC agendas and Minutes will also be posted to the McManus Website.

### Basis for this Goal

In agreement with the MTSS Frameworks, the McManus learning community has confidence that trusting family and community partnerships are strong predictors of positive student outcomes. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (2006). According to the National PTA, the most accurate predictor of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high, yet reasonable expectations for the child's achievement and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent/guardian involvement.

Through the COVID-19 pandemic, parent involvement was not only crucial, but necessary, as our students navigated online learning. The communication between our schools and families continues to be imperative.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation tool. Targeted Case Manager	McManus has a Targeted Case Manager (TCM) to support families to ensure academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continue Targeted Case Manger parent contact to support families to ensure academic, social, and emotional success. Maintain or increase the number of parent contacts.

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with McManus Social Media	Parent Involvement with McManus social media will be tracked to establish a baseline level.	Parent engagement with McManus social media will increase from baseline level.
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.

## Planned Strategies/Activities

### Strategy/Activity 1

Remind staff of timely responses to parent inquiries in staff notes and at staff meetings

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 2

Continue to employ Targeted Case Manager (TCM) at site to:  
 \*increase parent participation as demonstrated by logging instances of parent contact in Aeries  
 \*support parents during Parent-Teacher Conferences  
 \*conduct home visits as needed

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
District  
Targeted Case Manager

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	570,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Targeted Case Managers (Total District Cost)

### Strategy/Activity 3

Advertise activities in multiple languages

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

All

### Timeline

2021-22

### Person(s) Responsible

Principal  
Staff

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Improve School Climate

### Goal Statement

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

### LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal:

McManus will reduce the number of chronically truant students annually.

McManus will achieve a suspension/expulsion rate of under 2%.

Incorporate school mental health into the already established PBIS framework by Fall 2021.

Reduce Suspension Rate by 3% using the suspension rate from the 18-19 school year.

Create a Equity and Bias team made of students and educators that meet monthly and provide input to ILT and School Site council by Fall 2021.

### Basis for this Goal

Through the MTSS Framework and Culturally Responsive Positive Behavioral Interventions and Supports (PBIS), McManus supports research based practices that promote positive student outcomes including: improved social and emotional skills, better classroom management, higher test scores, less office discipline referrals, and improved attendance. In partnership with our MTSS coordinator and our School Equity Accountability Team (S.E.A.T.), both qualitative and quantitative data will be analyzed each trimester. In accordance with McManus' equity blueprint and action plan, our learning community will respond to issues of equity to support our school vision.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or better.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The 2019 dashboard was orange, 13.1, for all students. This was an increase of .7.	Decrease of chronic absenteeism for all students by 5%.
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-2019 was 3.5. This was an increase of 3.3%.	It is anticipated that during the 201-2022 school year suspension rate will drop and a green band for all will be maintained.
Priority 6: School Climate Parent Survey	2019-2020 survey will be used	Overall, parent satisfaction will improve as will the number of parents completing the survey.

Metric/Indicator	Baseline	Expected Outcome
Priority 6: Local Indicator/Local tool for school climate PBIS	McManus is tracking interventions and the number of students being serviced.	McManus will fully implement MTSS.

## Planned Strategies/Activities

### Strategy/Activity 1

Establish a foundation of regular, proactive support practices to all students school wide via PBIS and McManus News.

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

All

#### Timeline

2021-22

#### Person(s) Responsible

Principal  
Staff  
District

#### Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Safe Schools
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	McManus News Production- Supporting the McManus Mission of being Safe, Respectful, and Hardworking through media broadcasting. Staff and students reinforce PBIS school values through monthly broadcasts.
Amount	5,000
Source	Title I - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Vision Navigators- Educational Critical Ethnography- Equity Lens

### Strategy/Activity 2

Attendance Team, TCM, Counselor, Attendance Clerk, and Principal will meet bi-weekly to review and address subgroups with attendance and chronic absenteeism issues

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

All

#### Timeline

2021-22



## Person(s) Responsible

Principal  
Staff

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

CUSD will support student needs by employing the following staff:

- Nurses
- Targeted Case Manager
- Counselor Assistant
- School Counselor
- Health Assistants
- Provide MNI Services as needed

## Students to be Served by this Strategy/Activity

All

## Timeline

2021-22

## Person(s) Responsible

District  
Principal

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	800,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Nurses, Health Aides, LVN's
<b>Amount</b>	59,285
<b>Source</b>	Title I - Site
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.5 Counselor
<b>Amount</b>	210,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Opportunity Class
<b>Amount</b>	131,000

<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Elementary Reset Program
<b>Amount</b>	200,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	MNI (Total District Cost)
<b>Amount</b>	595,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Elementary Counselors .5 at each site

### Strategy/Activity 4

Employ campus supervisors to ensure adequate student supervision during unstructured times of the day (ie: recess)  
 Maintain walkie-talkie radios and ensure that all staff carry them at all times

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

All

### Timeline

2021-222

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,185,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Campus Supervision (Total District Cost)

### Strategy/Activity 5

Support Fine Arts, Music, and PE programs

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

All

### Timeline

2020-2021

**Person(s) Responsible**

Principal  
District

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1,720,000
<b>Source</b>	LCFF - District Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Elementary Art, Music, PE

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).	Maintained compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher Report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good".	Facilities Inspection Tool (FIT) indicates "good".
State Priority 1: Basic Instructional Materials	McManus classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	McManus classrooms maintained sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	McManus will maintain a 1:1 device to student ration for chromebooks. McManus students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.	McManus maintained a 1:1 device to student ratio for chromebooks. McManus students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
McManus will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.	McManus will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.		
McManus will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	McManus will prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning.	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	Instructional Materials - Textbooks 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000
McManus will communicate with CUSD	McManus will communicate with CUSD	Maintenance and Operations 2000-2999:	Maintenance and Operations 2000-2999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M&O department to help identify and prioritize site facility repair needs.	M&O department to help identify and prioritize site facility repair needs.	Classified Personnel Salaries LCFF - District Supplemental 4,000,000	Classified Personnel Salaries LCFF - District Supplemental 4,500,000
McManus will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	McManus will facilitate the home and school usage of student Chromebooks including device management. Additionally, the site will ensure that Chromebook carts are maintained in good working order.	IT Dept 4000-4999: Books And Supplies LCFF - District Supplemental 1,000,000	IT Dept 4000-4999: Books And Supplies LCFF - District Supplemental 850,000
McManus will maintain the site library and make it available for student use.	McManus will maintain the site library and make it available for student use.	Librarians & Library Media Assistants 2000-2999: Classified Personnel Salaries Site LCAP 5,474	Librarians & Library Media Assistants 2000-2999: Classified Personnel Salaries Site LCAP 5,474
		Librarians and Library Media Assistants (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,100,000	Librarians and Library Media Assistants (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,061,000
Utilize Instructional Technology Aides	Utilize Instructional Technology Aides	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000	Tech Aides 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 356,000
Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000	Educational Software - Renaissance Learning/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 200,000	Educational Software - Illuminate, Follett, Mitinet Library Solutions, Series, Edgenuity 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 875,000

## Analysis

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

Working closely with Human Resources, I verified that 100% of McManus teachers and staff were appropriately assigned and credentialed. Additionally, direct communication between myself and McManus' Senior Custodian resulted in a "good" rating as it relates to the Facilities Inspection Tool (FIT). Furthermore, in correspondence with McManus' Office Manager and teaching staff, 100% of students had sufficient instructional materials as verified by the Williams Act Report. Finally, through direct communication with Chico Unified Director of Information Technology, 100% of McManus students maintained a 1:1 device to student ratio.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies used to achieve the articulated goal were very effective. Due to excellent and effective communication from Chico Unified staff, McManus was able to obtain the outcomes we planned for.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On the site level, there were not any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Looking ahead, I do not see any changes that will be made to this goal on a site level.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

McManus will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. Students will receive high-quality instruction aligned with the California State Content Standards and CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK-5 will continue to administer and refine assessment plans.	TK-5 administered and refined assessment plans.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	100% of McManus teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.	100% of McManus teachers attended several trainings in Math, however, they did not attend one for NGSS Standards.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council will analyze overall district CCSS survey responses and recommend district-wide staff development.	District Leadership Council Instructional Teachers on Special Assignment (TOSAs) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 375,000	District Leadership Council Instructional Teachers on Special Assignment (TOSAs) 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 349,000
Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms.	13 Professional learning community meetings (3 subs/day), to share expertise, work collaboratively analyzing data and improving teaching skills and the academic performance of students. 1000-1999: Certificated Personnel Salaries Title II - Site 5,850	2 site professional developments focusing on the implementation and use of the Standards for Mathematical Practice were offered to promote equitable math instruction for all learners. 1000-1999: Certificated Personnel Salaries Title I - Site 3,200
McManus will administer common assessments for K-5 students in ELA, ELD, and Math as	McManus will administer common assessments for K-5 students in ELA, ELD, and Math as		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.	recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.		
<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	Renaissance Place/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 176,000	Renaissance Place/iReady 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 131,000
Utilize an Illuminate TOSA	Utilize an Illuminate TOSA	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 116,000	Illuminate/Data TOSA 1000-1999: Certificated Personnel Salaries Title I - District 115,000
Utilize English Language Development TOSAs	Utilize English Language Development TOSAs	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 140,000	English Language Development TOSAs 1000-1999: Certificated Personnel Salaries Title I - District 119,000
Utilize a TOSA Technology/TOSA DLC	Utilize a TOSA Technology/TOSA DLC	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 99,000	TOSA Technology/TOSA DLC 1000-1999: Certificated Personnel Salaries Title II - District 151,000
Utilize District PD Opportunities	Utilize District PD Opportunities	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 430,000	District PD Opportunities 1000-1999: Certificated Personnel Salaries Title II - District 0.00
Technology Professional Development	Technology Professional Development	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 99,000	Technology Professional Development 5000-5999: Services And Other Operating Expenditures Title II - District 0.00



## Analysis

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

Due to COVID, McManus staff participated in professional development in August for new online curriculums, Wonders and Ready Math. These new curricula were selected to better support online learning. In addition to four annual district wide staff development opportunities this school year, McManus staff attended two site math professional development sessions to support teachers implementing the California State Content Standards. Furthermore, two Lexia Core 5 sessions were favorably attended by McManus staff as well. In preparation for the 2021-2022 school year, McManus staff began piloting this comprehensive technology-based literacy program to promote student achievement. While our planned PLC release days did not occur due to the pandemic, McManus' site representative attended DLC meetings throughout the year. Our DLC representative effectively acted as a site liaison communicating information between our site and the district.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

At McManus, 90 percent participation in all staff development sessions is a reflection of the commitment to student achievement in our learning community. While some staff used Ready Math for instruction, some opted to continue using our adopted curriculum, Everyday Math. Moving forward into 2021-2022, primary grade levels will continue to use Everyday Math while intermediate grades will use Ready Math. With greater focus being placed on the facilitation of Math concepts through the utilization of the Standards for Mathematical Practice to promote student achievement, McManus staff will collaborate and monitor student growth. Site curriculum collaboration will be a focus of our PLC meeting in the 2021-2022 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the COVID-19 pandemic, a difference in proposed and estimated actual expenditures resulted.

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.

Changes that will take place for this goal for the 21-22 school year will include expected and actual outcomes being in accordance with one another. Additionally, so will proposed and estimated and actual expenditures. With continued focus on Math facilitation, our site will explore the new Math framework and strive to support equitable instruction to promote student growth.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

McManus will increase overall student achievement in English Language Arts and Mathematics. McManus teachers will utilize NGSS curriculum to support high levels of student achievement in science.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement (ELA) CAASPP	Need to increase.	Due to the COVID-19 pandemic, ELA CAASPP was not administered. In place, CUSD is using local assessments.
State Priority 4: Pupil Achievement (Math) CAASPP	Need to increase	Due to the COVID-19 pandemic, Math CAASPP was not administered. In place, CUSD is using local assessments.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention support, curriculum and supplemental material to support instruction.	Provide intervention support, curriculum and supplemental material to support instruction.	Site Allocated Funds - Intervention/Instruction 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	Site Allocated Funds - Intervention/Instruction 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000
		.7 Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 50,116	.7 Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 50,116
		0.3 Reading Pals Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 43,764	0.3 Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 43,764
		0.3 Part-Time Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 24,738	0.3 Part-Time Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 24,738
		.5 title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 72,941	.5 title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 72,941

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Math Tutoring 5000-5999: Services And Other Operating Expenditures Title I - Site 3,500	Math Tutoring 5000-5999: Services And Other Operating Expenditures Title I - Site 0
		0.25 IA-Bilingual 1000-1999: Certificated Personnel Salaries Title I - Site 15,011	0.25 IA-Bilingual 1000-1999: Certificated Personnel Salaries Title I - Site 15,011
		2 Instructional Aides 2000-2999: Classified Personnel Salaries Site LCAP 33,018	2 Instructional Aides 2000-2999: Classified Personnel Salaries Site LCAP 33,018
		5 Part-Time School Aides 2000-2999: Classified Personnel Salaries Site LCAP 36,576	5 Part-Time School Aides 2000-2999: Classified Personnel Salaries Site LCAP 36,576
Employ Bilingual Aides	Employ Bilingual Aides	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 510,000	Bilingual Aides (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 517,000

## Analysis

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

To increase overall achievement for McManus students in English Language Arts, Mathematics, and Science, our learning community operates under the strategical notion that it is people, not programs that will both increase student achievement and reduce equity gaps. Using Title 1 and Site LCAP funding to increase the number of quality teachers and staff allows us to provide small group intervention for a significant amount of instructional time, specifically in our primary grade levels. Due to COVID-19, the A.M./P.M. instructional model gave us an opportunity to implement before and after school tutoring in ELA, Math, and SEL to decrease learning gaps. Beginning in trimester 2, our site had over 20 tutoring groups focusing on mitigating learning loss. Continuing in trimester 3, site tutoring continues at over 20 groups per session, each lasting up to 5 weeks.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

At McManus, Title 1 funding provided necessary instructional support K-5 for guided reading groups to promote student achievement. Additionally, to close achievement and equity gaps of students in underserved communities as well as promoting the reclassification rate of English Learners, highly qualified ELD teachers who use Language Star curriculum and regularly receive professional development, provided instruction to students who had limited English proficiency. Using the educational software Illunminate, Title 1 teachers were able to analyze data, respond to student needs by creating intervention groups, and meet with our site Student Based Intervention Team to properly respond to student learning needs To support the school vision of not only encouraging academic student success, but social emotional success, McManus employed a full time School Counselor and a part-time Counselor Assistant. These pivotal members of the McManus Wellness Team utilized district software and teacher referrals to respond to challenging behaviors of students in the learning community. Because of the COVID- 19 pandemic, in person learning was interrupted throughout the school year which negatively effected student achievement at McManus. All things considering, because of our highly qualified teachers and staff, McManus was able to provide online learning for students in whole class and small group environments via in person and Zoom. With ongoing tutoring sessions taking place since trimester 2, notable growth is taking place in ELA, Math, and SEL. A concerning trend however of slow growth is notable for our kindergarten

and 1st grade students. Our MTSS team meets weekly to monitor and strategically assign interventions to support struggling students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditure for Math Tutoring involving Title 1 Site funding was not utilized due to the availability of funding provided from the CARES Act to mitigate learning loss.

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.

McManus will continue to focus on improving student achievement academically and social emotionally. To further reduce achievement gaps, our learning community will increase our part time Title 1 teacher capacity in time and numbers to mitigate learning loss and support SEL needs.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

McManus will continuously seek ways to provide opportunities for meaningful parent involvement and input.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Continue Targeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts.	McManus engagement strategies to support families helped to increase parent contacts. In conjunction with our English Language Advisory Committee, Wellness and Attendance Teams, our Targeted Case Manager provided services in support of this goal.
Priority 6: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent engagement with McManus via social media will increase from the baseline level.	Weekly announcements regarding school life appeared on McManus website, Facebook and through Aeries Communication. Annual Title 1 Parent meeting and site LCAP meetings allowed for parent engagement.
Priority 3: Parent Involvement	Increase or maintain opportunities for parent involvement and stakeholder engagement.	Sign- in sheets from parent involvement activities including SSC, ELAC, LCAP, and Title 1 meetings provide evidence of parental involvement.
Priority 6: Local indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Continued analysis of yearly MTSS-FIA results.	MTSS-FIA results and next steps were used to form McManus' School Equity Accountability Team.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Remind staff of timely responses to parent inquiries in staff notes and at staff meetings		
Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries	Continue to employ Targeted Case Managers (TCM) at site to: *increase parent participation as demonstrated by logging instances of parent contact in Aeries	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 570,000	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 528,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee	*support parents during Parent-Teacher Conferences *conduct home visits as needed *be a liaison to their site and the District English Learner Advisory Committee		
Advertise activities in multiple languages	Advertise activities in multiple languages		

## Analysis

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

Strategies and activities to continuously seek ways to provide opportunities for meaningful parent involvement and input at McManus include involving our Targeted Case Manager and School Counselor in McManus' ELAC, Wellness and Attendance Teams. Within these meetings, parental engagement is the goal. In addition, office staff, principal, and teachers make calls home, utilize email and Aeries Communication to keep parents informed. With the help of Aeries communication to the district, parents/guardians are regularly informed of important dates and upcoming events in relation to the McManus learning community. Staff is highly encouraged to respond to parent inquiries promptly and keep stakeholders informed through multiple mediums including: Seesaw, teacher websites, newsletters, and phone calls. Weekly, important information is displayed publicly on the McManus marquee. Our Targeted Case Manager communicates weekly with staff, parents, and community partners.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, parent involvement has improved at McManus. With a need for more involvement, our School Equity Accountability Team is committed to researching strategies and creating an action plan to support our site needs. Within this action plan, emphasis is being placed on parental and family involvement. While McManus parents and families have many advocates available to address needs and concerns in regards to their student(s), a need to increase opportunities for our non-English speaking parents is a priority.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On a site level, there were no differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

As the McManus School Equity Accountability Team continues to meet and develop an action plan for our site, specific parent outreach opportunities will occur and will be found in goal 4 of our SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6 or better.	Due to the pandemic, the Attendance Team, Wellness Team, Teachers, and the district have worked together to support families maintain steady attendance. A.D.A for 2020-2021 is not dependent on this school year, so McManus is not losing out on funding during the pandemic.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	Decrease chronic absenteeism rate for All Students by 0.5%.	Through McManus Engagement Strategies, our learning community is proactive in communicating and supporting families throughout the pandemic.
Priority 6: School Climate Suspension Rate	Decrease	McManus did not suspend any students in 2020-2021.
Priority 8: Other Pupil Outcomes Physical Fitness Test	Due to the pandemic, no Physical Fitness Test will take place.	Physical Fitness testing did not take place.
Priority 6: School Climate Parent Survey		

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish a foundation of regular, proactive support practices to all students school wide via PBIS and McManus News.	Establish a foundation of regular, proactive support practices to all students school wide via PBIS and McManus News.	McManus News Production- Supporting the McManus Mission of being Safe, Respectful, and Hardworking through media broadcasting. Staff and students reinforce PBIS school values through monthly broadcasts. 5000-5999: Services And Other Operating	McManus News Production- Supporting the McManus Mission of being Safe, Respectful, and Hardworking through media broadcasting. Staff and students reinforce PBIS school values through monthly broadcasts 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Safe Schools 1,500	Expenditures Safe Schools 3,000
Attendance Team, TCM, Counselor, Attendance Clerk, and Principal will meet bi-weekly to review and address subgroups with attendance and chronic absenteeism issues.	Attendance Team, TCM, Counselor, Attendance Clerk, and Principal will meet bi-weekly to review and address subgroups with attendance and chronic absenteeism issues.	PBIS /MTSS 5000-5999: Services And Other Operating Expenditures Safe Schools 1,500	PBIS /MTSS 5000-5999: Services And Other Operating Expenditures Safe Schools 0
<p>CUSD will employ:</p> <ul style="list-style-type: none"> <li>• Employ Targeted Case Manager</li> <li>• Employ Counselor Assistant</li> <li>• Employ School Counselor</li> <li>• Employ Nurses and Health Assistants</li> </ul>	<p>CUSD will employ:</p> <ul style="list-style-type: none"> <li>• Employ Targeted Case Manager</li> <li>• Employ Counselor Assistant</li> <li>• Employ School Counselor</li> <li>• Employ Nurses and Health Assistants</li> </ul>	Nurses, Health Aides, LVN's 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 800,000	Nurses, Health Aides, LVN's 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 778,000
<ul style="list-style-type: none"> <li>• Employ campus supervisors</li> <li>• Radio Maintenance/Purchase</li> </ul>	<ul style="list-style-type: none"> <li>• Employ campus supervisors</li> <li>• Radio Maintenance/Purchase</li> </ul>	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,185,000	Campus Supervision (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,152,000
Support Fine Arts, Music, and PE programs	Support Fine Arts, Music, and PE programs	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,720,000	Elementary Art, Music, PE 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,760,000
Utilize Reset and Opportunity Programs in lieu of suspensions	Utilize Reset and Opportunity Programs in lieu of suspensions	Utilize Reset and Opportunity Programs in lieu of suspensions 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 452,000	Utilize Reset and Opportunity Programs in lieu of suspensions 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 341,000
.5 Elementary Counselors at each site	.5 Elementary Counselors at each site	.5 Elementary Counselors at each site 1000-1999: Certificated Personnel Salaries	.5 Elementary Counselors at each site 1000-1999: Certificated Personnel Salaries



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - District Supplemental 595,000	LCFF - District Supplemental 580,000
		Vision Navigators- Educational Critical Ethnography- Equity Lens 5000-5999: Services And Other Operating Expenditures Site LCAP 2,000	Vision Navigators- Educational Critical Ethnography- Equity Lens 5000-5999: Services And Other Operating Expenditures Site LCAP 4,500
		3 Screens Assemblies - "Let's be friends" 5000- 5999: Services And Other Operating Expenditures PTA - Parent-Teacher Association 650.00	3 Screens Assemblies - "Let's be friends" 5000- 5999: Services And Other Operating Expenditures PTA - Parent-Teacher Association 0
		.5 Counselor 1000-1999: Certificated Personnel Salaries Title I - Site 59,285	.5 Counselor 1000-1999: Certificated Personnel Salaries Title II - Site 59,285
		PBIS Signs 5000-5999: Services And Other Operating Expenditures Site LCAP 1,156	PBIS Signs 5000-5999: Services And Other Operating Expenditures Site LCAP 1,156

## Analysis

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

The strategies and activities to ensure all students at McManus will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health include financially supporting McManus News, a technological vehicle for supporting PBIS values. Additionally, in an effort to make certain that we are supporting the McManus vision of creating an environment and culture where all students are successful academically and emotionally, the funding of McManus' School Equity Accountability Team and Vision Navigators helps to ensure our learning community engages in collective action to achieve that vision. Furthermore, the funding of a .5 School Counselor at McManus provides social emotional learning support for students in trauma as well as learning to regulate their emotions. Finally, the purchase of PBIS signs promote safety by reminding students of expected behaviors throughout the campus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All strategies and activities dedicated to supporting school safety have contributed to a positive and thriving school climate and culture at McManus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the COVID- 19 pandemic, changes in expenditures occurred in funding. Specifically, to promote student achievement, McManus News absorbed the entire Safe Schools funding. Also, due to a call to action in response to equity and racial bias, McManus partnered up with cultural anthropologist, Dr. Felipe Restrepo to guide our School Equity Accountability Team in promoting equity through social inquiry. Finally, the purchase of PBIS signs approved last year by our School Site Council was finalized.

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.

The district has committed to funding a full time counselor at each elementary site for the 2021-2022 school year. This will free up Title 1 dollars for our site to be used to potentially add more Title 1 support staff to our community.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	262,860
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

## Allocations by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	72,819	
Title I - District	934,805	
Title I - Site	262,860	37,000

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	103,202,840
LCAP - District	13,582,453
LCAP - Site Supplemental	72,819
Title I - District	913,590
Title I - Site	262,860
Title II - District	229,494
Title II - Site	7,776

# Expenditures by Budget Reference

**Budget Reference**

**Amount**

# Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

# 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
- 4 Parent or Community Members

Name of Members	Role
Chris Weaver	Principal
Sara Kraatz	Classroom Teacher
Kenji Masuda	Classroom Teacher
Lindsey Meyer	Classroom Teacher
Guy McEelhany	Parent or Community Member
Chanel Young	Parent or Community Member
Tamara Trulin	Parent or Community Member
Sylvia deVlaming	Parent or Community Member

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**

Compensatory Education Advisory 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 4-15-21.

Attested:



Principal, Chris Weaver on 4-15-2021



SSC Chairperson, Kenji Masuda on 4-15-2021



# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program