

School Year: **2023-24**

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.

School Name	John McManus Elementary School
Address	988 East Ave. Chico, CA 95926
County-District-School (CDS) Code	04-61424-6003024
Principal	Chris Weaver
District Name	Chico Unified School District
SPSA Revision Date	April 20, 2023
Schoolsite Council (SSC) Approval Date	April 20, 2023
Local Board Approval Date	

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, academically, social emotionally, and behaviorally.

A Shared Vision of the School We Strive to Create at

McManus Elementary: 2022-2023

- 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 427 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 90 students. McManus is also home to a full-time counselor, as well as a counselor assistant. Seventeen percent of our students are English Learners. Eighty four percent of the students at McManus are Socioeconomically Disadvantaged. 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 21 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,

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 families. Additionally, McManus has a Counseling Assistant. 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, S.E.A.T, 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.

In June of 2023, the John McManus Elementary School learning community will begin the first phase of construction and modernization for a new school. Collectively, we are very excited and grateful to improve the school environment for students and families.

Educational Partner 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	94	79
Grade 1	63	61	71
Grade 2	58	66	64
Grade3	61	65	62
Grade 4	59	74	62
Grade 5	58	55	77
Total Enrollment	375	415	415

Conclusions based on this data:

1. Total enrollment increased by 40 students from the previous year.
2. All grade levels except first and fifth grade saw an increase in enrollment during the 21-22 school year.
3. Increased enrollment is a positive sign that the McManus learning community is moving forward from the COVID 19 pandemic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	64	66	59	17.10%	15.9%	14.2%
Fluent English Proficient (FEP)	14	13	15	3.70%	3.1%	3.6%
Reclassified Fluent English Proficient (RFEP)	2			3.1%		

Conclusions based on this data:

1. McManus English Language Learners decreased by 1.2%.
2. .McManus Fluent English Proficient decreased by .6%.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	63		0	62		0	62		0.0	98.4	
Grade 4	58	71		0	70		0	70		0.0	98.6	
Grade 5	59	53		0	52		0	52		0.0	98.1	
All Grades	181	187		0	184		0	184		0.0	98.4	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.			11.29			14.52			29.03			45.16	
Grade 4		2408.			8.57			20.00			15.71			55.71	
Grade 5		2445.			1.92			23.08			25.00			50.00	
All Grades	N/A	N/A	N/A		7.61			19.02			22.83			50.54	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		12.90			67.74			19.35				
Grade 4		12.86			52.86			34.29				
Grade 5		5.77			71.15			23.08				
All Grades		10.87			63.04			26.09				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			38.71			54.84	
Grade 4		5.71			48.57			45.71	
Grade 5		3.85			59.62			36.54	
All Grades		5.43			48.37			46.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			77.42			16.13	
Grade 4		7.14			71.43			21.43	
Grade 5		3.85			78.85			17.31	
All Grades		5.98			75.54			18.48	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.23			62.90			33.87	
Grade 4		8.57			62.86			28.57	
Grade 5		13.46			55.77			30.77	
All Grades		8.15			60.87			30.98	

Conclusions based on this data:

1. Overall, 98.4% percent of the students were tested.
2. With the 21-22 school year serving as a baseline after not testing during the 20-21 school year, English Language Arts conclusions will begin after receiving 22-23 data.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	63		0	62		0	62		0.0	98.4	
Grade 4	58	71		0	70		0	70		0.0	98.6	
Grade 5	59	53		0	52		0	52		0.0	98.1	
All Grades	181	187		0	184		0	184		0.0	98.4	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			6.45			17.74			24.19			51.61	
Grade 4		2411.			8.57			4.29			31.43			55.71	
Grade 5		2436.			1.92			9.62			28.85			59.62	
All Grades	N/A	N/A	N/A		5.98			10.33			28.26			55.43	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90			33.87			53.23	
Grade 4		4.29			37.14			58.57	
Grade 5		7.69			44.23			48.08	
All Grades		8.15			38.04			53.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			46.77			46.77	
Grade 4		8.57			37.14			54.29	
Grade 5		0.00			53.85			46.15	
All Grades		5.43			45.11			49.46	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			64.52			29.03	
Grade 4		7.14			48.57			44.29	
Grade 5		3.85			50.00			46.15	
All Grades		5.98			54.35			39.67	

Conclusions based on this data:

1. 16.33% of McManus students Met or Exceeded Standards in Mathematics during the 21-22 school year.
2. 28.26% of McManus students Nearly Met Mathematic Standards during the 21-22 school year.
3. 55.43% of McManus students did not Meet Mathematic Standards during the 21-22 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.4	*		1432.5	*		1362.4	*		13	7	
1	1445.6	*		1466.7	*		1423.8	*		12	8	
2	1456.6	1496.4		1466.8	1506.3		1446.1	1486.0		16	12	
3	1481.3	1499.6		1488.9	1511.5		1472.9	1487.2		12	17	
4	*	1519.6		*	1530.0		*	1508.7		8	14	
5	*	*		*	*		*	*		10	6	
All Grades										71	64	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		15.38	*		53.85	*		15.38	*		13	*	
1	0.00	*		33.33	*		50.00	*		16.67	*		12	*	
2	6.25	0.00		25.00	91.67		37.50	8.33		31.25	0.00		16	12	
3	0.00	17.65		33.33	35.29		58.33	35.29		8.33	11.76		12	17	
4	*	14.29		*	57.14		*	28.57		*	0.00		*	14	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.23	10.94		33.80	51.56		40.85	32.81		21.13	4.69		71	64	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		38.46	*		30.77	*		15.38	*		13	*	
1	25.00	*		41.67	*		33.33	*		0.00	*		12	*	
2	12.50	58.33		37.50	41.67		43.75	0.00		6.25	0.00		16	12	
3	25.00	35.29		66.67	47.06		8.33	17.65		0.00	0.00		12	17	
4	*	42.86		*	50.00		*	7.14		*	0.00		*	14	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	25.35	37.50		40.85	43.75		23.94	17.19		9.86	1.56		71	64	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		0.00	*		23.08	*		61.54	*		13	*	
1	0.00	*		16.67	*		41.67	*		41.67	*		12	*	
2	6.25	0.00		43.75	33.33		12.50	66.67		37.50	0.00		16	12	
3	0.00	11.76		16.67	17.65		50.00	35.29		33.33	35.29		12	17	
4	*	7.14		*	28.57		*	42.86		*	21.43		*	14	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	4.23	9.38		19.72	17.19		35.21	50.00		40.85	23.44		71	64	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		61.54	*		23.08	*		13	*	
1	41.67	*		58.33	*		0.00	*		12	*	
2	12.50	50.00		81.25	50.00		6.25	0.00		16	12	
3	16.67	41.18		75.00	52.94		8.33	5.88		12	17	
4	*	42.86		*	50.00		*	7.14		*	14	
5	*	*		*	*		*	*		*	*	
All Grades	23.94	39.06		61.97	56.25		14.08	4.69		71	64	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		61.54	*		15.38	*		13	*	
1	16.67	*		75.00	*		8.33	*		12	*	
2	12.50	41.67		62.50	58.33		25.00	0.00		16	12	
3	58.33	47.06		33.33	52.94		8.33	0.00		12	17	
4	*	35.71		*	64.29		*	0.00		*	14	
5	*	*		*	*		*	*		*	*	
All Grades	35.21	42.19		49.30	56.25		15.49	1.56		71	64	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		23.08	*		69.23	*		13	*	
1	8.33	*		58.33	*		33.33	*		12	*	
2	12.50	8.33		56.25	91.67		31.25	0.00		16	12	
3	0.00	5.88		50.00	52.94		50.00	41.18		12	17	
4	*	0.00		*	71.43		*	28.57		*	14	
5	*	*		*	*		*	*		*	*	
All Grades	5.63	7.81		49.30	65.63		45.07	26.56		71	64	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		15.38	*		61.54	*		13	*	
1	0.00	*		41.67	*		58.33	*		12	*	
2	12.50	8.33		50.00	91.67		37.50	0.00		16	12	
3	0.00	5.88		75.00	76.47		25.00	17.65		12	17	
4	*	7.14		*	71.43		*	21.43		*	14	
5	*	*		*	*		*	*		*	*	
All Grades	7.04	10.94		52.11	67.19		40.85	21.88		71	64	

Conclusions based on this data:

1. The total number of students tested decreased by 7 from the previous year.
2. In Performance Level 4, McManus students increased by 6.71%. In Performance Level 3, McManus students increased by 17.76%.
3. In Performance Level 2, McManus students decreased by 8.04%. In Performance Level 2, McManus students decreased by 16.44%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	84.8	15.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in John McManus Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	15.9
Foster Youth		
Homeless	15	3.6
Socioeconomically Disadvantaged	352	84.8
Students with Disabilities	61	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.9
American Indian	5	1.2
Asian	34	8.2
Filipino		
Hispanic	171	41.2
Two or More Races	28	6.7
Pacific Islander	5	1.2
White	151	36.4

Conclusions based on this data:

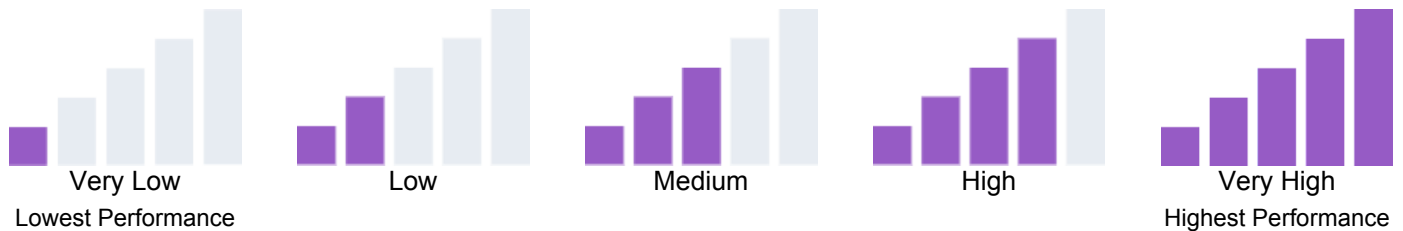
1. As we have a high number of Socioeconomically Disadvantaged students, McManus has a strong Title 1 Intervention program. This program includes both small group inside and outside the classrooms. A robust Guided Reading program has been grown to include 4th and 5th grades.

School and Student Performance Data

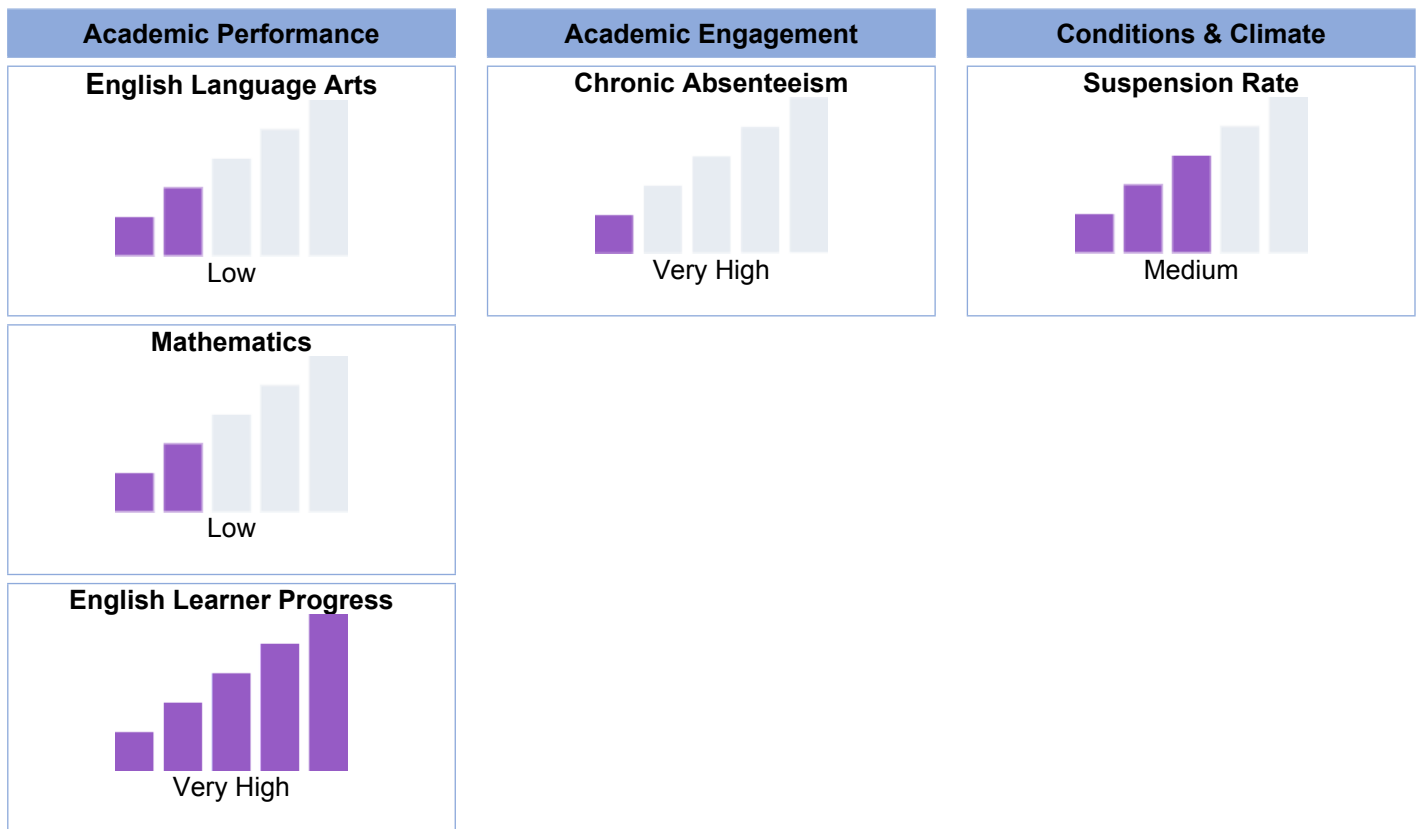
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. With McManus students Chronic Absenteeism being Very High, our P.B.I.S. Team, our new full time Targeted Case Manager, and MTSS Site Lead will work in conjunction to improve school climate to make our learning community a place where students want to be daily.

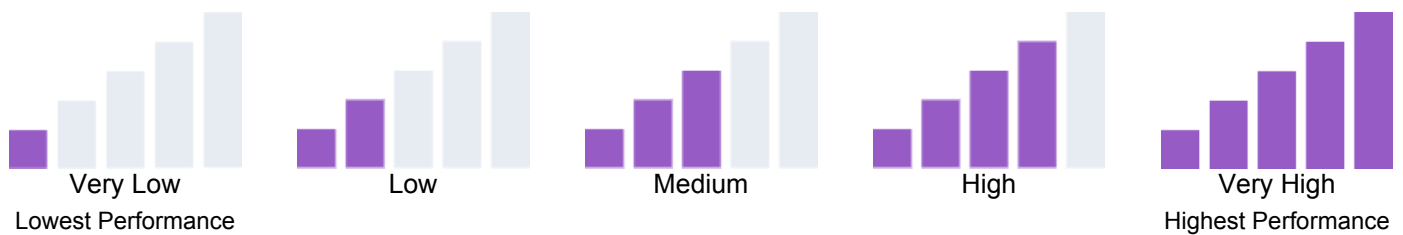
2. Our Attendance Team has been involved this year in frequently contacting the families who are chronically absent and offering assistance. Additionally, the principal and school counselor make home visits when families are difficult to get a hold of. Our learning community will discuss implementing monthly A.D.A make-up days for students.
3. McManus English Learner Progress is Very High showing strong gains for this student group.

School and Student Performance Data

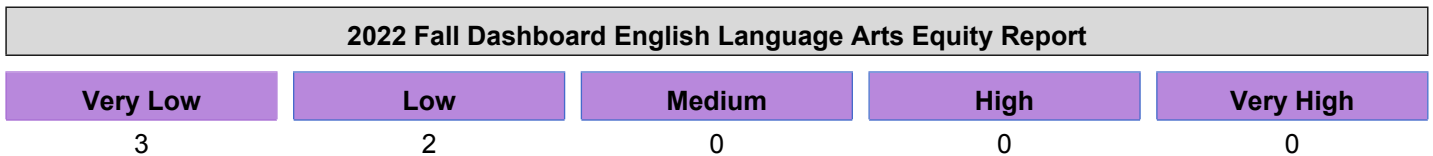
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

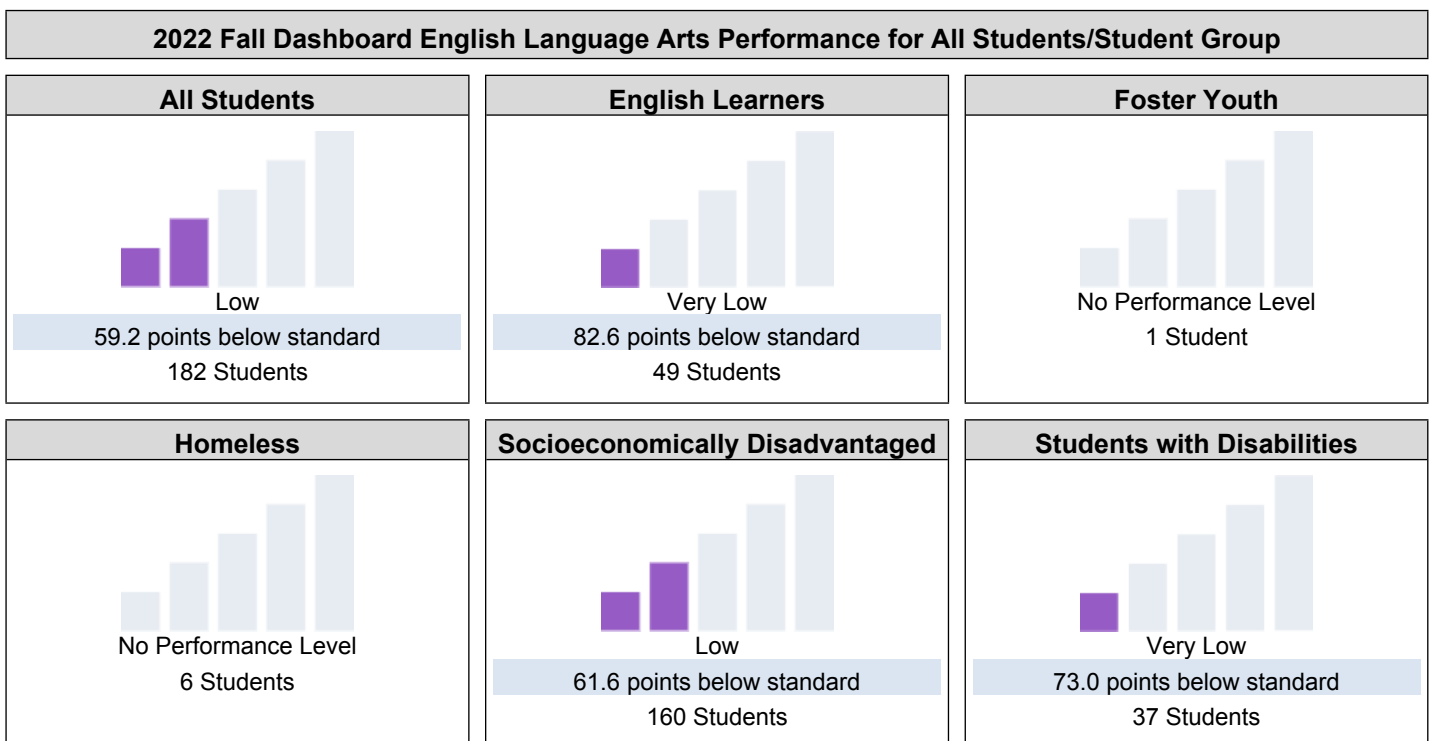
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



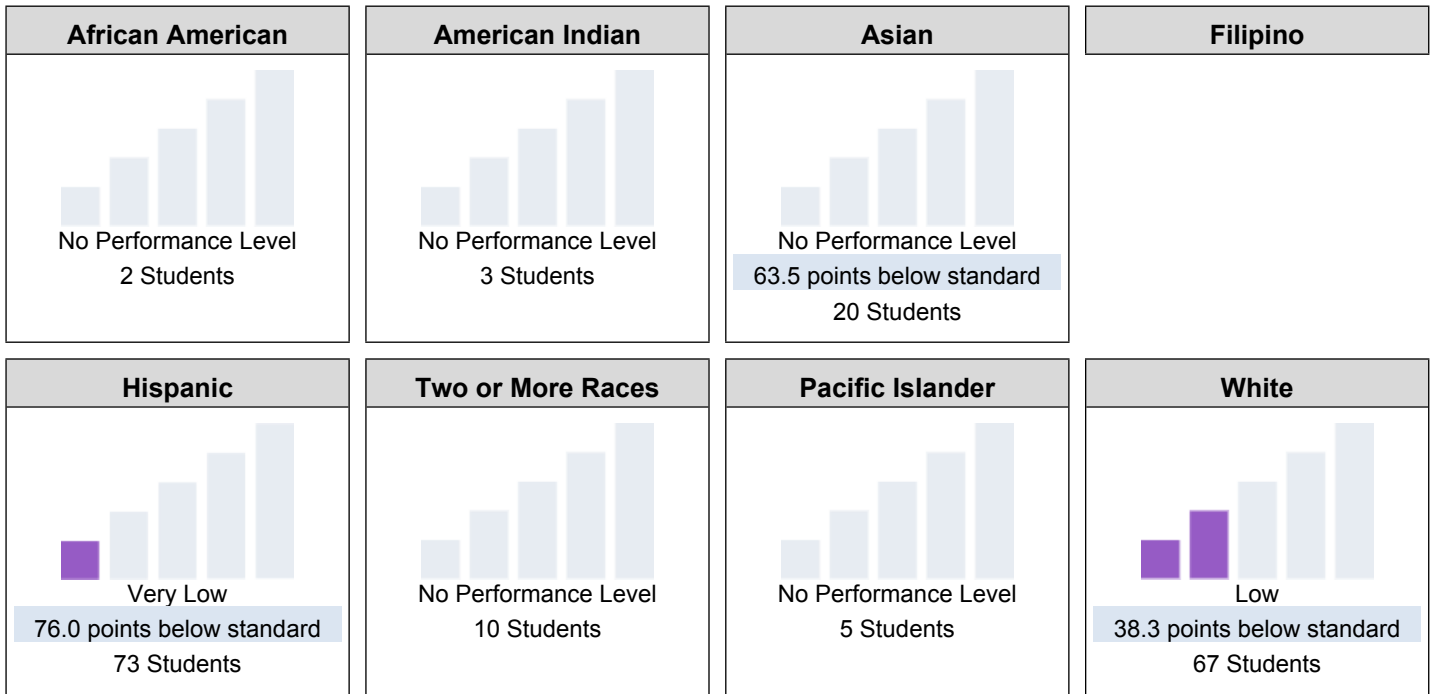
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.7 points below standard 32 Students	27.8 points below standard 17 Students	50.5 points below standard 133 Students

Conclusions based on this data:

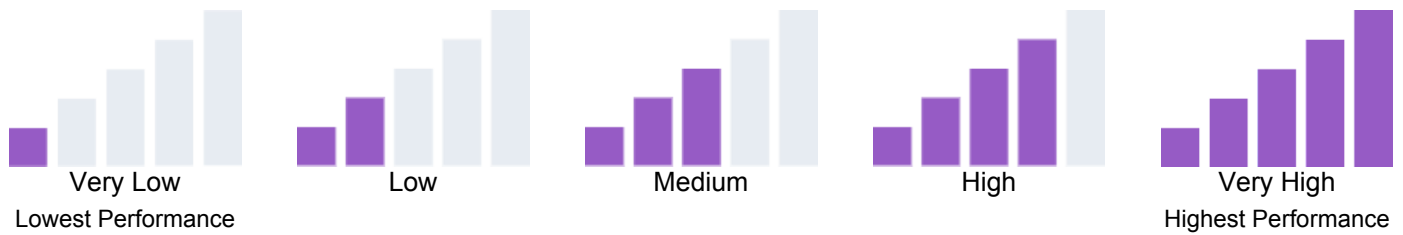
1. With All Students scoring 59.2 points below standard in English Language Arts, McManus teaching staff is committed to the Science of Reading professional development with Staci Bain across all grade levels to improve instruction.
2. With special attention to the Hispanic and English Learner, and Students with Disabilities subgroups scoring Very Low, classroom teachers will continue to designate time through out the instruction al day to work with English Learners in small groups to increase student success. Additionally, all teachers will be strongly encouraged to utilize the Key Language Accelerated Principles that fast-track student learning in all subject areas.

School and Student Performance Data

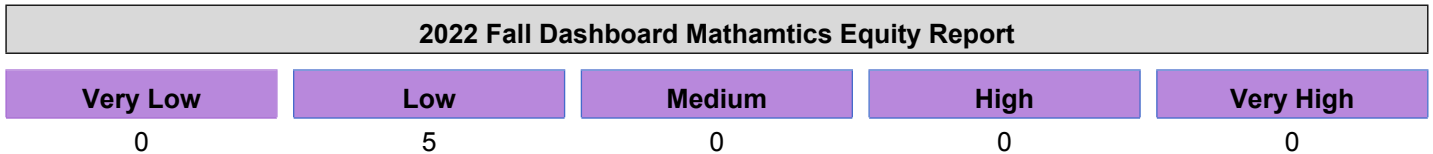
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

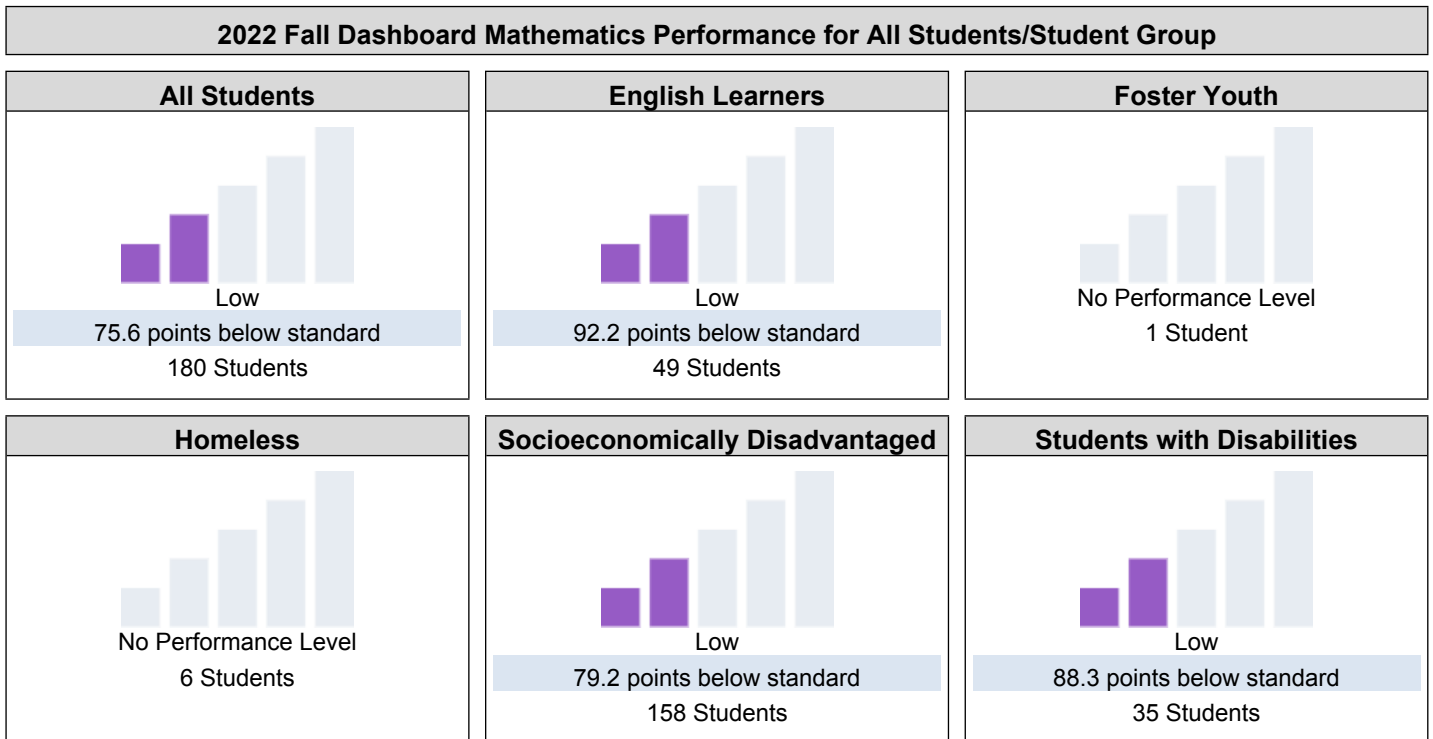
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



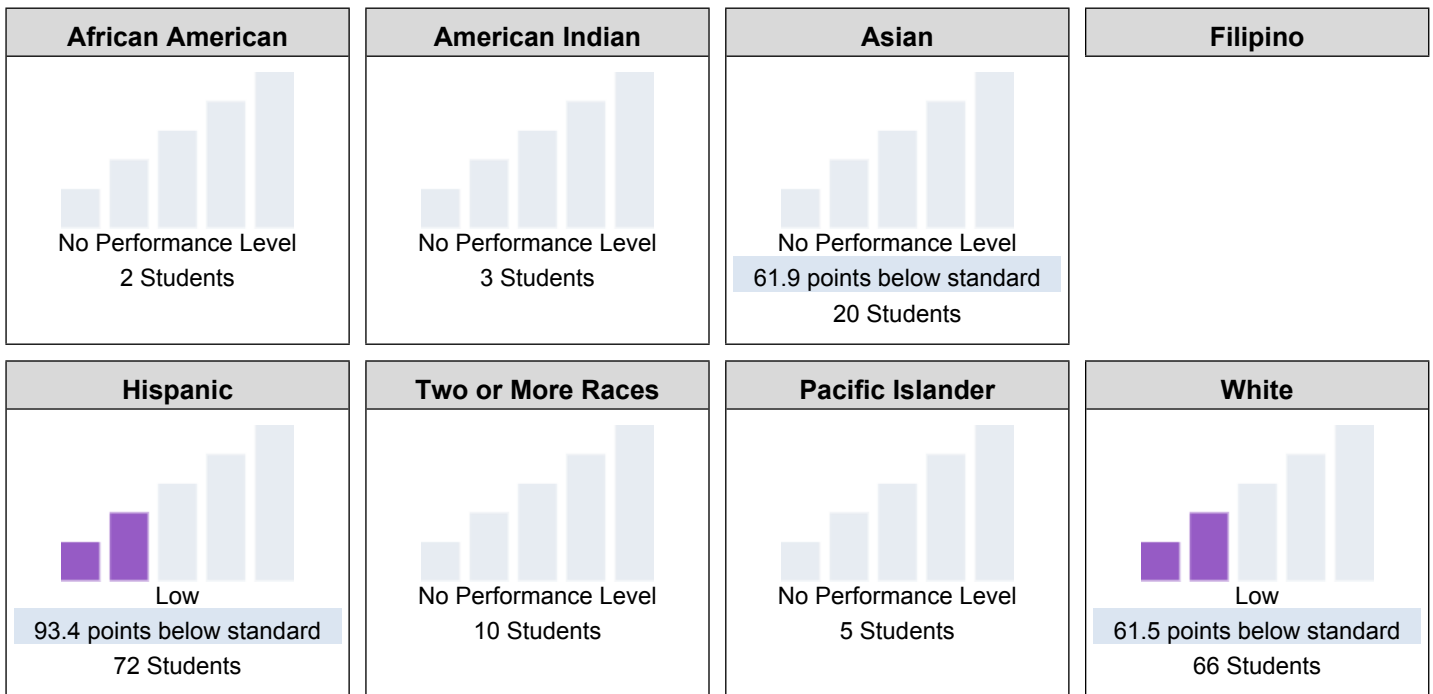
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>121.4 points below standard 32 Students</p>	<p>37.2 points below standard 17 Students</p>	<p>69.4 points below standard 131 Students</p>

Conclusions based on this data:

1. With all students collectively scoring 75.6 below standard, McManus teachers will continue to attend Ready Math professional development to improve instructional strategies. Additionally, focus on teaching the Major Clusters and Supporting Clusters will allow McManus students to access more regularly the content on which they will be assessed on. Communication will take place with the learning community regarding the subgroups (English Learners, Students with Disabilities, and Socioeconomically Disadvantaged) earning below standard marks of achievement to promote awareness. Teachers will create S.M.A.R.T. goals to monitor growth and improve instructional strategies as well.
2. With both Hispanic and White students scoring below standard and earning a Low performance level, McManus staff will utilize instructional strategies as well as create S.M.A.R.T goals during PLC's to improve the performance level during the 23-24 school year.
3. Current English Learners at McManus scored significantly lower than Reclassified and English only students.

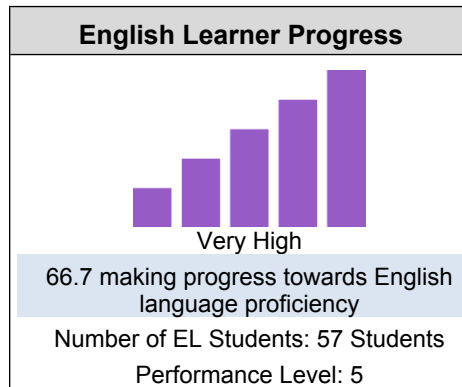
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
3.5%	29.8%	0.0%	66.7%

Conclusions based on this data:

- 66.7% of EL students maintained or progressed at least one ELPI Level last year.
- McManus has 57 students who are being measured for English Learner Progress.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

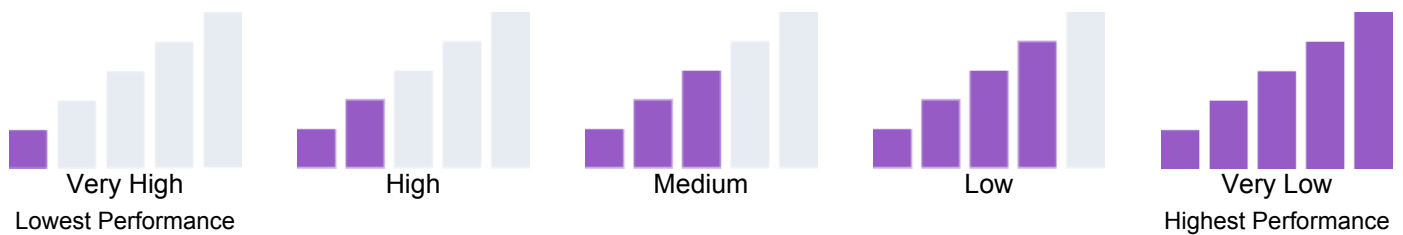
- 1.

School and Student Performance Data

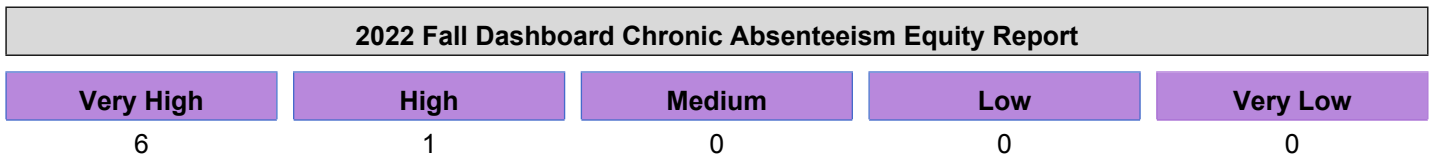
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

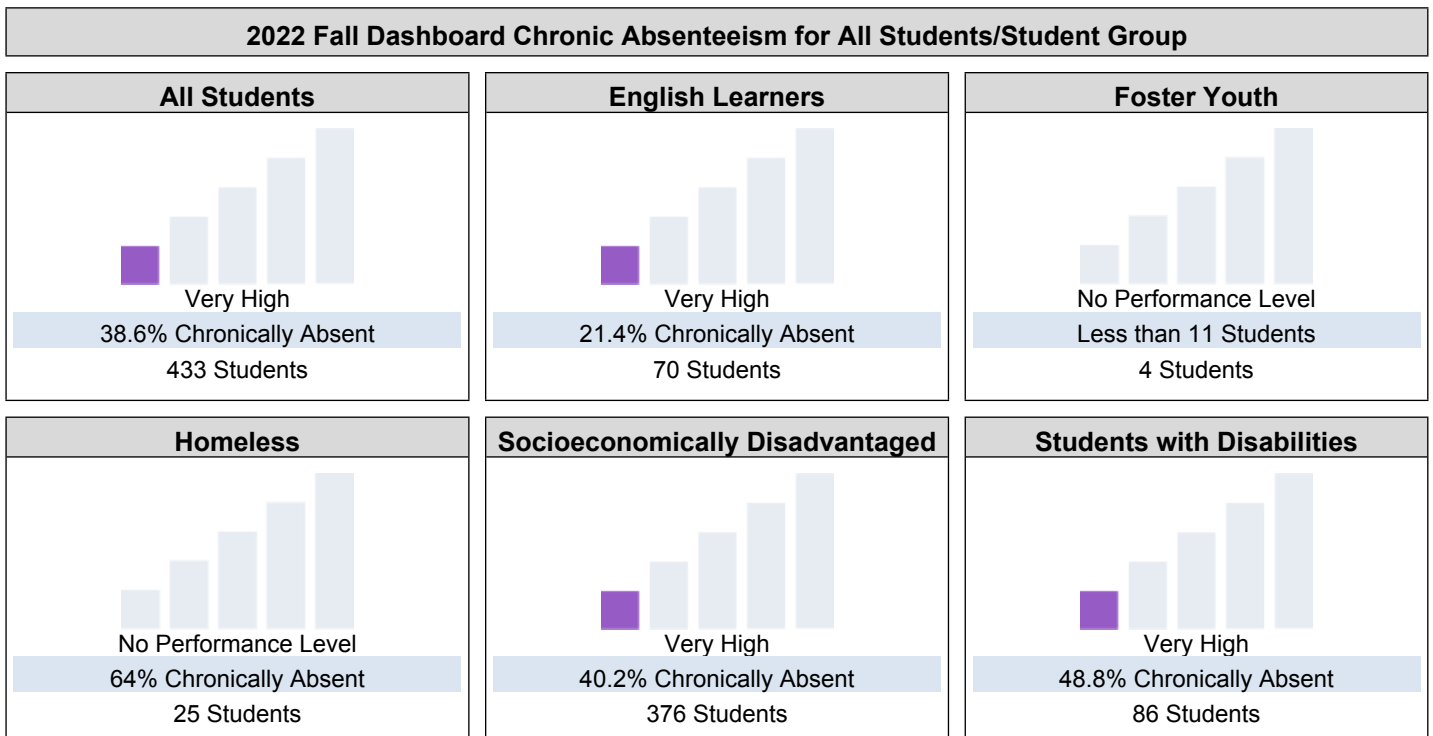
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



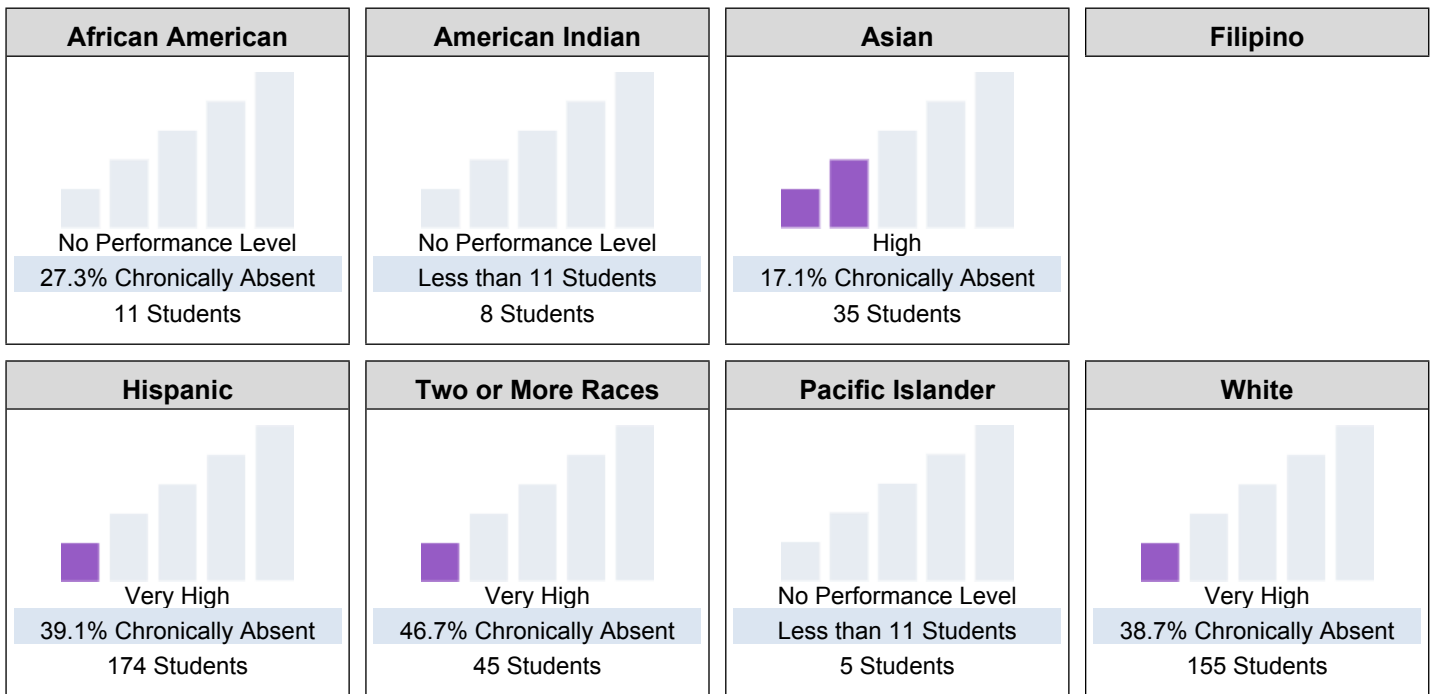
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

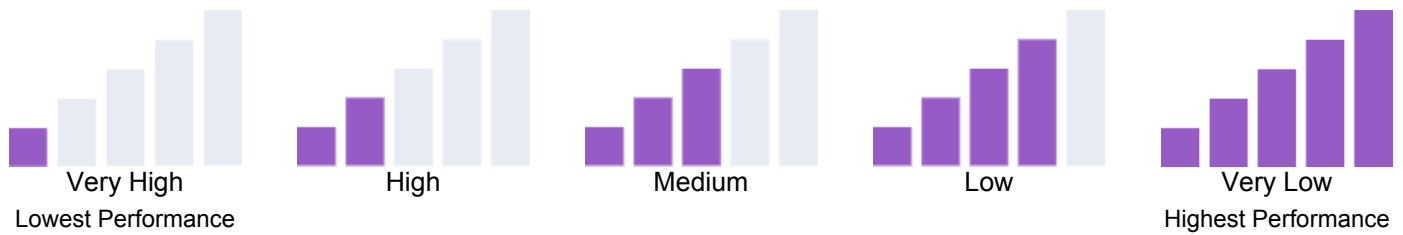
1. Our highest group of Chronically Absent students is our Students with Disabilities at 48.8%..
2. Overall, 6 student groups ranked Very High as being of concern for Chronic Absenteeism.
3. McManus has seen a drastic increase in Chronic Absenteeism sing the COVID 19 pandemic.

School and Student Performance Data

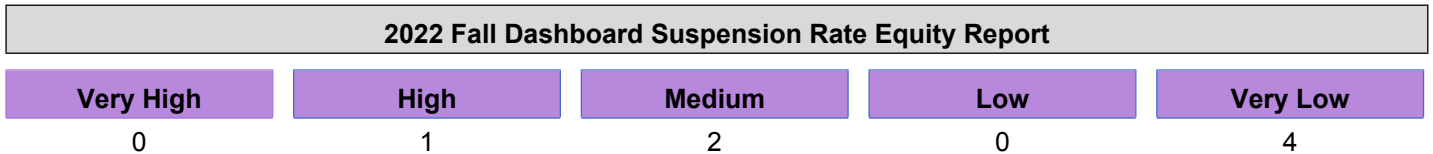
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

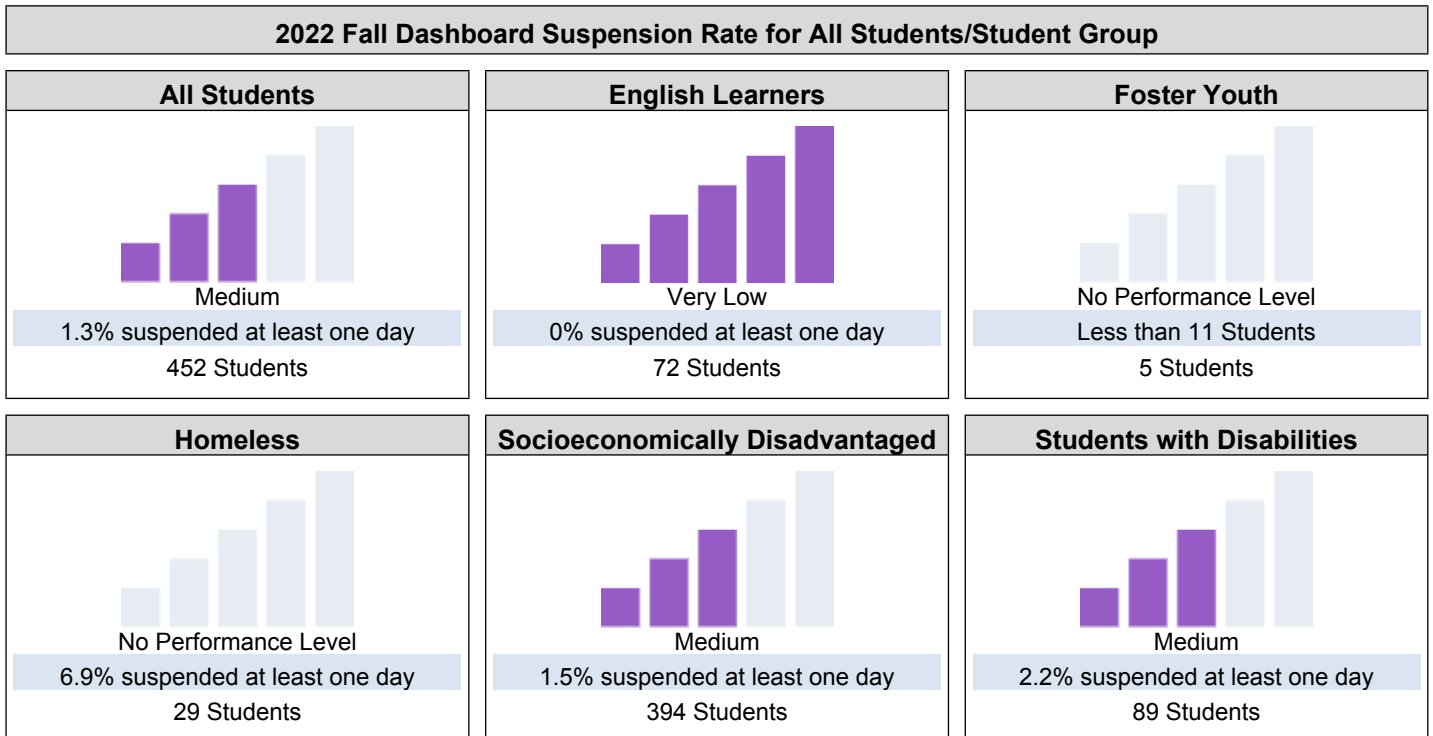
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



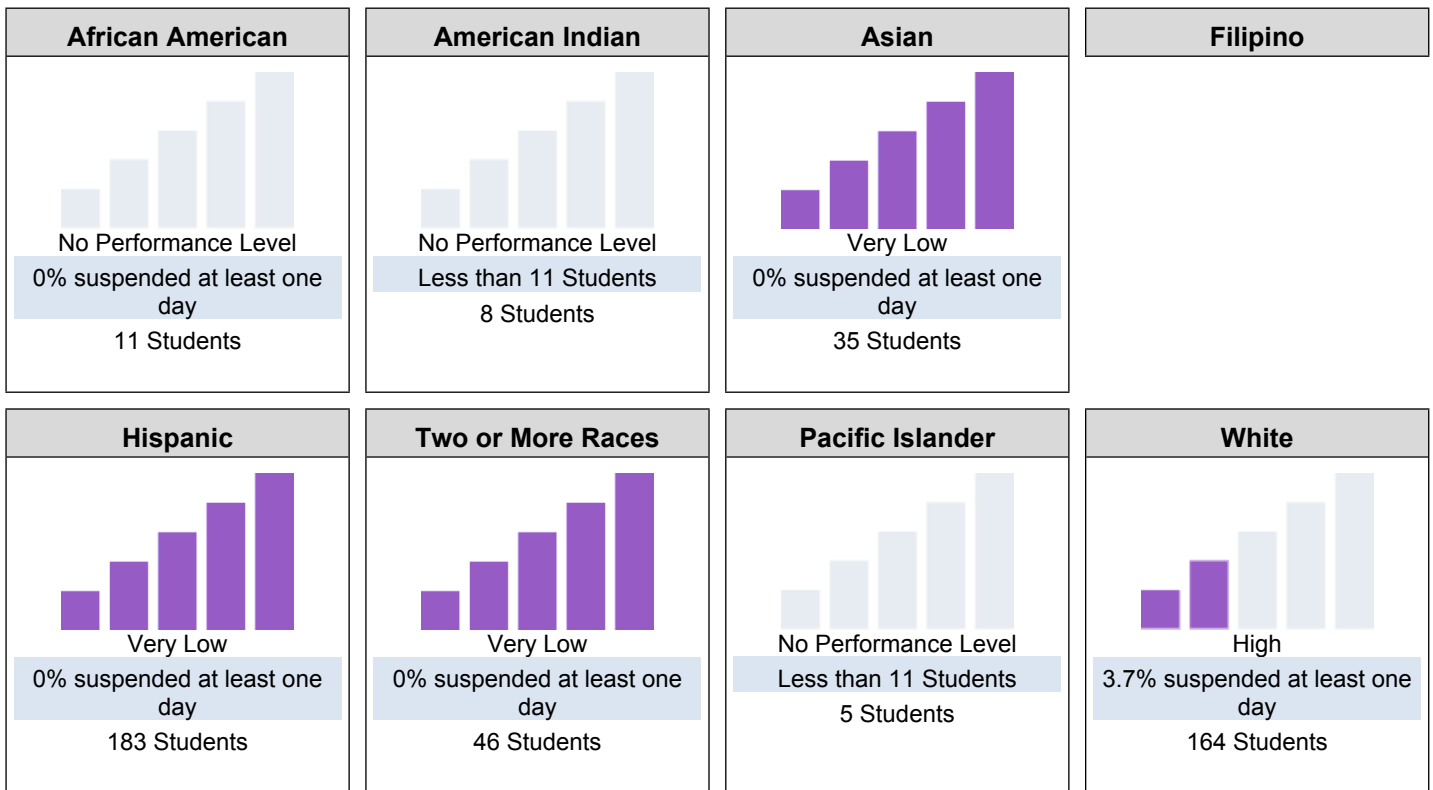
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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

Academic Instruction and Tiered Interventions

Goal Statement

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

LCAP Goal

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Basis for this Goal

Academic assessment data from the past three years shows persistent achievement gaps for specific student groups, including foster, homeless, English learners, and economically disadvantaged. This gap was apparent before the pandemic: results from the most recent California State Dashboard (2019) shows that, while the groups "All Students" and "White" scored green (the second highest level) for English language arts, homeless students and economically disadvantaged students scored yellow in both areas; English learners scored orange in both areas; and foster youth scored red for both. Mathematics showed a similar pattern. The pandemic increased these gaps: while almost all our students experienced learning loss during the pandemic, as measured by benchmark assessments in English-language arts and mathematics at grades K-8, and by end-of-course grades at 9-12, we saw the greatest learning loss among our Foster Youth, Homeless, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, American Indian or Alaska Native, African American, Two or More Races, and Native Hawaiian or Other Pacific Islander.

To address these inequities in academic achievement, the Chico Unified School District is committed to implementing the Multi-Tiered System of Support (MTSS). We will provide academic instruction and tiered interventions that meet the specific needs of each and every student, from remediation to academic enrichment. The specific actions to support this goal and the metrics to assess our progress are detailed below. In general, though, they include:

- a) Access to a rigorous core curriculum for all students through highly qualified teachers, facilities in good repair, access to instructional materials and technology, and use of a district-wide standards-aligned curriculum and assessments. An online educational option will also be available for all students.
- b) Opportunities for differentiated instruction to meet varying student abilities, both within the classroom and through intervention teachers, after-school programs, English language development (ELD) teachers, Response to Intervention (RTI), Reading Pals at the elementary level, Math Lab and Read 180 at secondary, Power Reading, and a designated .4 RSP certificated RTI support staff at TK-5 sites.

By providing varying tiers of intervention, including enrichment opportunities, we hope to provide the supports students need to meet and exceed grade level expectations, and close the achievement gaps between our different student groups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	100% of CUSD teachers were appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintain 100% of CUSD teachers appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of of CUSD K-5 classrooms had sufficient instructional materials as verified by the Williams Report.	Maintain sufficient instructional materials as verified by the Williams Report.
Priority 1: Basic - Conditions of Learning: Instructional Materials	In 2021-2022, 100% of all CUSD students have 1:1 device access.	Maintain 100% CUSD students have 1:1 device access.
Priority 1: Basic - School Facilities in Good Repair	In 2020-2021, CUSD schools all rate good or exemplary as measured by the Facility Inspection Tool (FIT).	Maintain a rate of good as measured by the Facility Inspection Tool (FIT).
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintain 100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	2021-2022: All students: 59.2 points below African American: N/A Asian: 63.5 points below English learner: 82.6 points below Hispanic: 76.0 points below Homeless youth: N/A SE disadvantaged: 61.6 points below Students w/disabilities: 73.0 points below White: 38.3 points below Two or more races: N/A	These assessments will be given in April, 2022
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	2021-2022: All students: 75.6 points below African American: N/A Asian: 61.9 points below English learner: 92.2 points below Hispanic: 93.4 points below Homeless youth: N/A SE disadvantaged: 79.2 points below Students w/disabilities: 88.3 points below White: 61.5 points below Two or more races: N/A	Based on the end of Tri 2 iReady data, 19% of 3rd-5th grade are expected to reach proficiency if students achieve typical growth. If students achieve typical growth, 3rd grade 33%, 4th grade 12%, and 5th 12% are expected to reach proficiency.
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	N/A	This assessment will be given April, 2022
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	2022-2023 All Students: 25.8% (56) English Learner: 7.0% (3) Foster Youth: 0.0% (0) Homeless: 0.0% (0) Socioeconomically: 23.2% (43) Students with Disabilities: 8.9% (4) African American: 0.0% (0) American Indian or Alaska Native: 33.3% (1) Asian: 19.0% (4) Hispanic: 15.2% (14)	Increase all student groups meeting or exceeding Benchmark by 3%

Metric/Indicator	Baseline	Expected Outcome
	Native Hawaiian or Other Pacific Islander: 100.00% (4) White: 33.3% (26) Two or More Races: 66.7% (8)	
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	2020-2021 All Students: 45.07% English Learner: 45.07% Foster Youth: N/A Homeless: 0.00% Socioeconomically: 46.38% Students with Disabilities: 44.44% (2) African American: N/A American Indian or Alaska Native: N/A Asian: 54.55% Filipino: N/A Hispanic: 43.48% Native Hawaiian or Other Pacific Islander: N/A White: 0.00% Two or More Races: N/A	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%
Priority 4: Pupil Achievement - Reclassification Rate	2020-2021 All Students: N/A English Learner: 3.08% (2)	Increase Reclassification Rate by 3%
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	2022-2023 All Students: 47.9% (103) English Learner: 44.4% (12) Foster Youth: 33.3% (1) Homeless: 30.8% (4) Socioeconomically: 45.3% (77) Students with Disabilities: 29.7% (11) African American: 55.6% (5) American Indian or Alaska Native: 75.0% (3) Asian: 50.0% (6) Hispanic: 39.0% (32) Native Hawaiian or Other Pacific Islander: N/A White: 48.9% (43) Two or More Races: 75.0% (9)	Increase Pupil Outcomes Gr. K-2 by 3%

Planned Strategies/Activities

Strategy/Activity 1

Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.

Students to be Served by this Strategy/Activity

All

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	130,813
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,601,200
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	LCFF Funds: \$997,275 and Other State Funds: \$603,925
Amount	1,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Classroom books to support equity and diversity. McManus Book Committee

Strategy/Activity 3

Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	McManus will continue to be a one to one chromebook site. Each student will have access to a device.

Strategy/Activity 4

Facilities Maintenance - Regularly inspect and maintain facilities

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,354,088
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	All building and maintenance will be inspected and maintained.

Strategy/Activity 5

Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site assessments. District Leadership Council (DLC) will refine and monitor assessment programs.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 DLC SL
Amount	3,465
Source	Title II - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release PLC Time for SMART Goals and standards review

Strategy/Activity 6

Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	546,182
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	58,405
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.7 Title 1 Teacher JN
Amount	48,485
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.3 Title 1 Teacher SL

Amount	50,635
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.4 Title 1 Teacher BR
Amount	39,515
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.4 Title 1 Teacher OF
Amount	15,330
Source	Title I - Site
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.3750 Instructional Paraprofessional Aide BW
Amount	24,625
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.65 Instructional Paraprofessional Aide MM

Strategy/Activity 7

Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,232,658
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	LCFF Funds: 849,574 and Other State Funds: 383,084

Amount	17,249
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.25 IA Bilingual

Strategy/Activity 8

After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,008,719
Source	Grant Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Includes Chico Area Recreation District Contract

Strategy/Activity 9

District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 10

Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social-Emotional Learning and Mindfulness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	621,110
Source	One Time District Funding
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Local Funds: 60,820 and Federal One Time Funds: 249,735

Strategy/Activity 11

District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:

- * Secondary Instructional Specialist TOSAs
- * Elementary Instructional Specialist TOSAs
- * Illuminate/Data TOSA (1.0 FTE)
- * Tech PD (CSEA) TOSA (1.0 FTE)
- * English Language Development (ELD) TOSA (1.0 FTE)
- * After School Program (ASP) Intervention TOSA (.80 FTE)

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	896,747
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 447,310 and Federal Funds: 449,437

Strategy/Activity 12

Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,606,804
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PE and Music Teachers

Strategy/Activity 13

Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,070,823
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	6,385
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School Librarian

Strategy/Activity 14

Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	39,386
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	M n I support

Strategy/Activity 15

Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the Panther/Viking Academies.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,552,857
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	LCFF Funds: 733,000 and Other State Funds: 305,214

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social-Emotional Learning, Supports, and Interventions

Goal Statement

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

LCAP Goal

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Basis for this Goal

As the pandemic has continued to affect almost all aspects of life as we previously knew it, educators and parents across the country have become increasingly concerned with the impact on students' mental and social-emotional health needs. In Chico, unfortunately, this concern is not new: COVID-19 is only the latest in a series of traumatic events affecting our community. In 2013, a report on adverse childhood experiences (ACEs) found that Butte County held the dubious distinction of having the highest rate of ACEs in California, and among the highest in the country. 76.5% of Butte County adults reported one or more adverse childhood experience as a child (Butte County Coalition on ACEs, 2013). More recently, several natural disasters have impacted our area in quick succession, beginning with the February 2017 evacuation of 180,000 people after the failure of the Oroville Dam and Spillway. This was followed in November of 2018 by the Camp Fire, which destroyed Paradise and neighboring communities, claimed 87 lives, and displaced tens of thousands of residents. Among those displaced were over six hundred of our students and staff. In September of 2020, the North Complex Fire destroyed the nearby communities of Berry Creek and Feather Falls. Thick, toxic smoke blanketed Chico for weeks after each fire, at times making day look like night. The loss of routine and the uncertainty caused by the pandemic only intensified the effect of all these events, and sent many of our students into crisis mode. From 2019 to 2020, the number of children (elementary and high school) arriving in emergency rooms with suicidal thoughts and depression tripled, from 20 to 60. But as Enloe Hospital's CEO Mike Wiltermood pointed out in an April, 2021 interview with news station KRCC, "2019 isn't even a realistic baseline to show how bad things have gotten because that's right after the Camp Fire ... As resilient as we all are, we have to take into consideration that it's not just the pandemic. It's the fires, it goes back to the evacuation for the Oroville spillway."

In the wake of the Fire, we deployed additional counselors at all sites, and worked to implement a systematic and consistent practice of student wellness supports across our elementary and secondary schools. Yet students began asking for more even mental health support. This led to the establishment of Wellness Centers at the secondary sites. When COVID closed the Wellness Centers, students requested a confidential online way to communicate with their counselor that they needed to be seen immediately. A portal on our Chico Unified website was established to facilitate timely student access to counseling services on sites. Targeted Case Managers, counselors and teachers are crucial to these efforts, and will continue to be supported through our LCAP. In the 2020-21 school year, elementary students at all sites received social-emotional learning sessions in the classroom. A total of 6,898 classroom sessions were delivered by counselors (2,343 sessions) and counseling assistants (4,555 sessions). Before the COVID pandemic began, we also relied on instruments such as universal screeners, completed by teachers 3-4 times a year to give a snapshot of each student's social-emotional need. These screeners were not used in 2020-21, however: as students began that school year entirely online, and most moved to an AM/PM model on October 19, 2020, teachers did not have enough face-to-face time with their students to accurately complete the screeners. However, we were able to gather information to understand and support individual student needs through Kelvin, an online system that quickly measures student emotional "pulses". Data from the School Climate Survey in spring, 2021, given through a Kelvin "pulse", further revealed that our students feel safe on our sites, that people of different cultural backgrounds, race, or ethnicities get along well on sites, and students feel staff treats students respectfully.

The actions to support this goal are listed below. In summary, they include:

- 1) Personnel (Targeted Case Managers, counselors, nurses and nurse aides, and other personnel as listed below).
- 2) Professional development for teachers in trauma-informed practices, social-emotional learning, and mindfulness.
- 3) Continued monitoring of student mental wellness through School Climate Surveys, universal screeners (resuming in 2021-22), and Kelvin pulse surveys.

We expect that we will see an improvement in our students' social-emotional wellness as measured by these instruments, as well as by parent, student and teacher observation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 Targeted Case Manager Contacts by Percentage and (Contacts) All Students: 28.7% (130) English Learner: 54.2% (39) Foster Youth: 85.7% (6) Homeless: 96.2% (25) Socioeconomically: 32.9% (122) Students with Disabilities: 26.2% (22) African American: 33.3% (5) American Indian or Alaska Native: 25.0% (2) Asian: 70.6% (24) Hispanic: 29.9% (52) Native Hawaiian or Other Pacific Islander: 66.7% (2) White: 19.7% (35) Two or More Races: 22.2% (6)	2020-21 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 16.8% (0.6) *English Learners - 60.6% (3.4) *Foster Youth - 60.6% (2.2) *Homeless - 61.1% (3.1) *Socioeconomically Disadvantaged - 26.0% (1.0) *Students with Disabilities - 22.3% (0.9) *African American - 28.0% (1.1) *American Indian/Alaska Native - 22.3% (0.6) *Asian - 28.9% (1.3) *Filipino - 12.5% (0.3) *Hispanic - 25.1% (1.0) *Native Hawaiian or Other Pacific Islander - 29.6% (0.7) *White - 10.6% (0.3) *Two or more races - 18.2% (0.5)
Priority 3: Parental Involvement	100% of CUSD schools have Targeted Case Managers to support families to ensure academic and social-emotional success.	Maintain 100%
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	2022-2023 Social-Emotional Contacts by Percentage and (Contacts) All Students: 1.1% (5) English Learner: 0.0% (0) Foster Youth: 14.3% (1) Homeless: 0.0% (0) Socioeconomically: 1.3% (5) Students with Disabilities: 3.6% (3) African American: 0.0% (0) American Indian or Alaska Native: 0.0% (0) Asian: 0.0% (0) Hispanic: 1.7% (3) Native Hawaiian or Other Pacific Islander: 0.0% (0) White: 1.1% (2) Two or More Races: 0.0% (0)	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	2022-2023 Percentage of Students with an Associated Parent Portal Account All Students: 82.0% (346) English Learner: 77.3% (51) Foster Youth: 40.0% (2) Homeless: 62.5% (15) Socioeconomically: 83.8% (289) Students with Disabilities: 82.7% (67) African American: 69.2% (9) American Indian or Alaska Native: 66.7% (2) Asian: 87.5% (6) Hispanic: 80.5% (132) Native Hawaiian or Other Pacific Islander: 66.7% (2) White: 82.8% (135) Two or More Races: 88.5% (23)	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.
Priority 3: Parent Involvement	2020-2021 Chico Unified Social Media Followers Facebook: 3,013 Instagram: 1,198 Twitter: 480	Parent/Guardian engagement with CUSD via social media will increase from the previous year.
Priority 6: School Climate	2020-2021 100% of CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.	100% CUSD staff will receive professional development to support trauma-informed practices, implicit bias awareness, and positive behavior strategies.
Priority 5: Pupil Engagement - Attendance Rates	2022-2023 All Students: 92.4% English Learner: 94.7% Foster Youth: 89.8% Homeless: 88.7% Socioeconomically: 92.2% Students with Disabilities: 90.2% African American: 91.7% American Indian or Alaska Native: 88.1% Asian: 96.0% Hispanic: 92.5% Native Hawaiian or Other Pacific Islander: 87.0% White: 92.2% Two or More Races: 90.5%	2020-2021 *All Students - 92.1% *English Learners - 92.2% *Foster Youth - 85.3% *Homeless - 81.7% *Socioeconomically Disadvantaged - 90.2% *Students with Disabilities - 90.3% *African American - 88.0% *American Indian/Alaska Native - 86.6% *Asian - 95.2% *Filipino - 95.7% *Hispanic - 91.0% *Native Hawaiian or Other Pacific Islander - 92.3% *White - 93.2% *Two or more races - 91.0%
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	2021-2022 All Students: 38.6% (167) English Learner: 21.4% (15) Foster Youth: N/A Homeless: 64.0% (16) Socioeconomically: 40.2% (151) Students with Disabilities: 48.8% (42)	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.

Metric/Indicator	Baseline	Expected Outcome
	African American: 27.3% (3) American Indian or Alaska Native: N/A Asian: 17.1% (6) Hispanic: 39.1% (68) Native Hawaiian or Other Pacific Islander: N/A White: 38.7% (60) Two or More Races: 46.7% (21)	
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	2022-2023 Percent of students who agree/strongly agree indicating a positive response on questions related to social-emotional well-being. All Students: 83.5% (1,368) English Learner: 86.4% (275) Foster Youth: N/A Homeless: 82.7% (81) Socioeconomically: 83.2% (1,176) Students with Disabilities: 87.5% (196) African American: 69.0% (29) American Indian or Alaska Native: 75.0% (21) Asian: 85.1% (137) Hispanic: 83.7% (551) Native Hawaiian or Other Pacific Islander: 100.0% (7) White: 84.8% (487) Two or More Races: 77.1% (81)	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principals

Proposed Expenditures for this Strategy/Activity

Amount

2,000

Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SEL Professional Development and Supplies for staff

Strategy/Activity 2

Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.

Students to be Served by this Strategy/Activity

All

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,022,192
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full Time School Counselor at McManus and all other district sites

Strategy/Activity 3

Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	583,859
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TCM

Strategy/Activity 4

School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Site Admin

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 5

PBIS Support

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

PTA - Parent-Teacher Association

Budget Reference

4000-4999: Books And Supplies

Description

Supplies for McManus Student Store

Amount

500

Source

LCFF - Site Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Green Slips for being Safe, Respectful, Responsible, and Hard-Working

Amount

1,000

Source

PTA - Parent-Teacher Association

Budget Reference

4000-4999: Books And Supplies

Description	Weekly Recognition awards for grade level classes with attendance rates above 95%
Amount	1,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Weekly Recognition awards for grade level classes with attendance rates above 95%
Amount	1,500
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2 Mindfulness PD's with Tina Keene

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Behavioral Instruction and Supports

Goal Statement

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

LCAP Goal

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Basis for this Goal

Suspension and expulsion data from 2019-20 reveal that some student groups are consistently suspended at disproportionately high rates. These student groups include Homeless, Foster, Socioeconomically Disadvantaged, Students with Disabilities, African American and American Indian or Alaska Native. In addition, those groups are expelled at a higher rate as well. School Climate Survey data from 2020-21 show that a lower percentage of students from these same groups report that they feel safe and that they are being treated fairly at school. Specifically, the following groups show a lower rate of feeling safe at school:

Elementary: Students with Disabilities and African American
Secondary: American Indian or Alaska Native

To address this, and to support every student every day in our full return to school, site Positive Behavioral Interventions and Supports (PBIS) teams are integral. PBIS teams will work with the school site staff to provide universal behavior supports (Tier 1) for each student. Supplemental and intensified supports (Tiers 2 and 3) are also in place when the data informs the team that more supports are needed.

In addition, our LCAP includes funding for Alternative Education programs, including in-school suspension, opportunity programs, supplemental alternative education staffing, and additional counseling services in opportunity programs. We are also utilizing LCAP funds to support in-school athletic programs, as a means to help all students feel connected and promote a positive school culture. Campus supervisors are a third means of promoting a positive school culture; often these supervisors make connections with individual students.

CUSD will continue to improve school climate and implement positive behavioral strategies so students from all targeted student groups will feel safe, supported, engaged, and meaningfully challenged. Establishing a positive school culture includes setting up the school's social environment to reflect a shared vision of common values, beliefs, and behavior expectations. It is our goal to reduce suspensions in Chico Unified School District, particularly in the African-American, Foster Youth/Homeless, and Students with Disabilities student groups. The suspension numbers in these student groups are disproportionately higher than other student groups in CUSD.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 6: School Climate - Suspension Rate	2022-2023 All Students: 3.6% (16) English Learner: 1.4% (1) Foster Youth: 14.3% (1) Homeless: 7.7% (2) Socioeconomically: 4.3% (16)	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.

Metric/Indicator	Baseline	Expected Outcome
	Students with Disabilities: 6.1% (5) African American: N/A American Indian or Alaska Native: 100.0* (1) Asian: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: 12.5% (1) Two or More Races: N/A	
Priority 6: School Climate - Expulsion Rate	2022-2023 All Students: N/A English Learner: N/A Foster Youth: N/A Homeless: N/A Socioeconomically: N/A Students with Disabilities: N/A African American: N/A American Indian or Alaska Native: N/A Asian: N/A Filipino: N/A Hispanic: N/A Native Hawaiian or Other Pacific Islander: N/A White: N/A Two or More Races: N/A	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to to the All Students expulsion rate.
Priority 6: Local Indicator/Local tool for school climate: School Safety	2022-2023 Percentage of students who agree or strongly agree that school is a safe place to learn. All Students: 67.5% (158) English Learner: 60.9% (28) Foster Youth: N/A Homeless: 71.4% (10) Socioeconomically: 66.8% (135) Students with Disabilities: 68.8% (22) African American: 66.7% (4) American Indian or Alaska Native: 100.0% (4) Asian: 56.5% (13) Hispanic: 66.0% (62) Native Hawaiian or Other Pacific Islander: 100.0% (1) White: 72.0% (59) Two or More Races: 53.3% (8)	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.

Planned Strategies/Activities

Strategy/Activity 1

Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways:

- * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman)
- * Elementary Out of School Suspension Alternatives (e.g. Reset program)
- * Alternative Education Supplemental Staffing

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	728,925
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	830,988
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	3,000
Source	Safe Schools
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	McManus News Production - Staff and students organizing, writing, creating, and producing monthly broadcasts promoting our shared P.B.I.S. values and expected behaviors with the learning community.
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Amount	1,000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Leadership- District funded stipends for two teachers to guide intermediate students to be ambassadors for student success.
Amount	1,000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Chess Club- Staff organizing and teaching how to play chess with an emphasis on winning and losing gracefully.

Strategy/Activity 3

Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,264,109
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	19,700
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (S.A.) CB
Amount	16,735
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (0.625) (S.A.) BW
Amount	6,855

Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision (.1875) NM
Amount	5,525
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Campus Supervision SV

Strategy/Activity 4

Positive and Preventive PBIS Training for all staff

Students to be Served by this Strategy/Activity

All

Timeline

2023-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 PBIS PD's with Mele Benz Cultural Responsiveness, alternatives to suspension and training staff in preventative and proactive practices both inside and outside the classroom to reduce minor and major infractions.
Amount	1,500
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2 Trauma Informed and Social Emotional Health PD's with Matt Reddam and Sandra Azevedo

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Provide academic instruction and tiered interventions to ensure student learning and high achievement for each and every student.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 1: Basic - Conditions of Learning: Highly Qualified and Appropriately Assigned Teachers	Maintain 100% of CUSD teachers appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.	Maintained 100% of CUSD teachers appropriately assigned and credentialed as verified by the Highly Qualified Teacher report.
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain sufficient instructional materials as verified by the Williams Report.	Maintained sufficient instructional materials as verified by the Williams Report.
Priority 1: Basic - Conditions of Learning: Instructional Materials	Maintain 100% CUSD students have 1:1 device access.	Maintained 100% CUSD students have 1:1 device access.
Priority 1: Basic - School Facilities in Good Repair	Maintain a rate of good as measured by the Facility Inspection Tool (FIT).	Maintained a rate of good as measured by the Facility Inspection Tool (FIT).
Priority 2: State Standards - Conditions of Learning: Implementation of State Standards for all students	Maintain 100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.	Maintained 100% of all classrooms have implemented state standards as evidenced by professional learning opportunities and curriculum.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP ELA CA Dashboard (2019) Academic Indicator	These assessments will be given in April, 2022	98.4% of enrolled students were tested. Overall in ELA, 7.61 students exceeded standards, 19.02 met standard, 22.83% Nearly Met Standard, and 50.54% Standard Not Met.
Priority 4: Pupil Achievement - Pupil Outcomes CAASPP Math CA Dashboard (2019) Academic Indicator	Based on the end of Tri 2 iReady data, 19% of 3rd-5th grade are expected to reach proficiency if students achieve typical growth. If students achieve typical growth, 3rd grade 33%, 4th grade 12%, and 5th 12% are expected to reach proficiency.	98.4% of enrolled students were tested. Overall in Math, 5.98% students exceeded standards, 10.33% met standard, 28.26% Nearly Met Standard, and 55.43% Standard Not Met.
Priority 4: Pupil Achievement - Pupil Outcomes California Science Test (CAST) - Students Meeting or Exceeding Benchmark	This assessment will be given April, 2022	The assessment was given and serves as a baseline for CAASPP testing in 2023.
Priority 4: Pupil Achievement Local Indicator - STAR Reading Gr. 2-8 - Meeting or Exceeding Benchmark	Increase all student groups meeting or exceeding Benchmark by 3%	Students decreased by 4.2%
Priority 4: Pupil Achievement Local Indicator - % of English Learners who made progress toward English Proficiency measured by the ELPAC	Increase all student groups making progress toward English Proficiency measured by ELPAC by 3%	66.7% maintained or progressed at least one ELPI level.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: Pupil Achievement - Reclassification Rate	Increase Reclassification Rate by 3%	3.1% of students were Fluent English Proficient (FEP)
Priority 8: Other Pupil Outcomes - Gr. K-2 Basic Phonics Skills Test (BPST) - Met or Exceeded Standard	Increase Pupil Outcomes Gr. K-2 by 3%	Students increased by 3.2%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review credentials and assignments - CUSD will review credentials to ensure that all students have highly qualified teachers who are appropriately assigned and credentialed.		1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 130,813	1000-1999: Certificated Personnel Salaries LCFF - Site Supplemental 130,813
Standards-aligned Textbooks and Supplemental Materials - CUSD will purchase standards-aligned textbooks, supplemental materials, and educational software to ensure students, including students in the identified student groups, have instructional materials.		LCFF Funds: \$997,275 and Other State Funds: \$603,925 4000-4999: Books And Supplies LCFF - District Supplemental 1,601,200	LCFF Funds: \$997,275 and Other State Funds: \$603,925 4000-4999: Books And Supplies LCFF - District Supplemental 1,601,200
Technology - CUSD will purchase and provide devices for Transitional Kindergarten-12th grade students and teachers per district technology and home needs (e.g. Chromebooks).		4000-4999: Books And Supplies LCFF - District Supplemental 2,000,000	4000-4999: Books And Supplies LCFF - District Supplemental 2,000,000
Facilities Maintenance - Regularly inspect and maintain facilities		2000-2999: Classified Personnel Salaries LCFF - District Supplemental 2,354,088	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 2,354,088
Implementation of District Wide Assessments - CUSD will increase student achievement at all grades and in all subject areas, including targeted student groups, on state, district, and site		.2 DLC SL 1000-1999: Certificated Personnel Salaries Title I - District	.2 DLC 1000-1999: Certificated Personnel Salaries Title I - District

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assessments. District Leadership Council (DLC) will refine and monitor assessment programs.			
Academic Interventions - CUSD will implement Response to Intervention (RTI) academic interventions in TK-12 grades (including Reading Pals, Response to Intervention, Math Lab, Read 180, Power Reading) and designate .4 RSP certificated RTI support staff at TK-5 sites. Students with disabilities will receive intervention as needed in addition to special education services.		1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 546,182	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 546,182
		.7 Title 1 Teacher JN 1000-1999: Certificated Personnel Salaries Title I - Site 66,112	.7 Title 1 Teacher JN 1000-1999: Certificated Personnel Salaries Title I - Site 57,067
		.3 Title 1 Teacher SL 1000-1999: Certificated Personnel Salaries Title I - Site 45,252	.3 Title 1 Teacher SL 1000-1999: Certificated Personnel Salaries Title I - Site 48,958
		.5 Title 1 Teacher (Open) 1000-1999: Certificated Personnel Salaries Title I - Site 40,417	.5 Title 1 Teacher (BR) 1000-1999: Certificated Personnel Salaries Title I - Site 49,555
		.5 ESSR OF 1000-1999: Certificated Personnel Salaries One Time District Funding 45,000	.5 ESSR OF 1000-1999: Certificated Personnel Salaries One Time District Funding 45,000
		.3750 Instructional Paraprofessional Aide BW 2000-2999: Classified Personnel Salaries Title I - Site 15,330	.3750 Instructional Paraprofessional Aide BW 2000-2999: Classified Personnel Salaries Title I - Site 18,061
		.65 Instructional Paraprofessional Aide MM 2000-2999: Classified Personnel Salaries Site LCAP 21,958	.65 Instructional Paraprofessional Aide MM 2000-2999: Classified Personnel Salaries Site LCAP 19,305
		School Aide CB 2000-2999: Classified Personnel Salaries Site LCAP 15,079	School Aide CB 2000-2999: Classified Personnel Salaries Site LCAP 16,705
		School Aide BW 2000-2999: Classified Personnel Salaries Site LCAP 2,038	School Aide BW 2000-2999: Classified Personnel Salaries Site LCAP 7,475
		School Aide SV 2000-2999: Classified	School Aide SV 2000-2999: Classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Site LCAP 9,651	Personnel Salaries Site LCAP 5252
Instructional Support Services - CUSD will provide Bilingual Aides, Tech Instructional Aides, Transitional Kindergarten Instructional Aides and All Day Kindergarten Instructional Aides to support and improve instruction for all unduplicated pupils.		LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,232,658	LCFF Funds: 849,574 and Other State Funds: 383,084 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,232,658
After School Homework Support (ASES, BLAST, Fair View High School) - CUSD will provide after school homework support at elementary and secondary sites as per the site's needs.		.25 IA Bilingual 1000- 1999: Certificated Personnel Salaries Title I - Site 17,000	.25 IA Bilingual 2000- 2999: Classified Personnel Salaries Title I - Site 16,835
District-Wide Staff Development - CUSD will provide District-Wide Staff Development in the summer, the August Teacher Training Day, and four times yearly after school.		Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 1,008,719	Includes Chico Area Recreation District Contract 1000-1999: Certificated Personnel Salaries Grant Funding 1,008,719
Provide Professional Development - CUSD will provide professional development throughout the year in the following areas but not limited to: the California Standards, English Language Development, Instructional Technology, Co-teaching models, and Best Instructional Practices. Other PD may include Trauma-Informed Practices, Social- Emotional Learning and Mindfulness.		Local Funds: 60,820 and Federal One Time Funds: 249,735 1000- 1999: Certificated Personnel Salaries One Time District Funding 621,110	Local Funds: 60,820 and Federal One Time Funds: 249,735 1000- 1999: Certificated Personnel Salaries One Time District Funding 621,110
District Leadership Council (DLC) and Teachers on Special Assignment - CUSD will		LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel	LCFF Funds: 447,310 and Federal Funds: 449,437 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>provide K-12 Teachers on Special Assignment (TOSAs) to support instruction, assessment, development, and instructional feedback. These teachers include:</p> <ul style="list-style-type: none"> * Secondary Instructional Specialist TOSAs * Elementary Instructional Specialist TOSAs * Illuminate/Data TOSA (1.0 FTE) * Tech PD (CSEA) TOSA (1.0 FTE) * English Language Development (ELD) TOSA (1.0 FTE) * After School Program (ASP) Intervention TOSA (.80 FTE) 		Salaries LCFF - District Supplemental 896,747	Salaries LCFF - District Supplemental 896,747
<p>Support Art, Music, and extra PE in Elementary Grades - CUSD will support student engagement in Art, Music, and extra PE activities at the elementary schools.</p>		1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,606,804	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,606,804
<p>Online Access - To ensure access to online resources, CUSD will employ Librarians and Library Media Assistants.</p>		2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,070,823
<p>Medically Necessary Instruction/Off Campus Instruction - CUSD will provide Medically Necessary/Off Campus Instruction as needed.</p>		1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 39,386	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 39,386
<p>Online Education Options - CUSD will provide online options at the elementary and secondary levels through Oak Bridge Academy and the</p>		LCFF Funds: 733,000 and Other State Funds: 305,214 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,552,857	LCFF Funds: 733,000 and Other State Funds: 305,214 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,552,857

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Panther/Viking Academies.			

Analysis

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

During the 22-23 school year, the McManus learning community utilized site Title 1 funding, as well as LCAP funding to increase academic intervention (RTI) in classrooms. Funding Instructional Paraprofessionals and School Aides, targeted instruction was provided daily to students who were identified as having gaps in their learning in both English Language Arts and Mathematics.

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

Due to utilizing Federal and local funding for qualified professional assistance, student growth in BAS, BPST, STAR Reading, Lexia, and iReady was measured analyzed and responded to throughout the school year. Growth indicators were shared with the School Site Council, ELAC, and McManus staff. Results are showing promise as we continue to recover from significant learning loss due to the pandemic. McManus is now in a state of learning recovery.

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

Many material differences occurred between the Proposed Expenditures and Estimated Actual Expenditures due to a couple factors including: CUTA and CSEA receiving a salary raise, and position assignments being altered based upon school site need. In total, proposed expenditures was short by approximately \$2,780.60.

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.

Due to ESSR funding not continuing in the 23-24 school year, a .4 Title 1 teaching position will be added as we are losing a .5 ESSR teaching position. Additionally, a previous .5 Title 1 teaching position is being reduced from .5 to .4. Site funding will be used to fund 1.5 hours daily of Instructional Paraprofessional time that was also funded by ESSR during the pandemic. Site funding will continue to promote and provide academic instruction and tiered interventions to ensure student learning and achievement are taking place.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Provide social-emotional learning, supports, and interventions to promote healthier student attitudes about themselves and others.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Parental Involvement	2020-21 Targeted Case Manager Contacts by Percentage and (Contacts per Student) *All Students - 16.8% (0.6) *English Learners - 60.6% (3.4) *Foster Youth - 60.6% (2.2) *Homeless - 61.1% (3.1) *Socioeconomically Disadvantaged - 26.0% (1.0) *Students with Disabilities - 22.3% (0.9) *African American - 28.0% (1.1) *American Indian/Alaska Native - 22.3% (0.6) *Asian - 28.9% (1.3) *Filipino - 12.5% (0.3) *Hispanic - 25.1% (1.0) *Native Hawaiian or Other Pacific Islander - 29.6% (0.7) *White - 10.6% (0.3) *Two or more races - 18.2% (0.5)	Parent involvement has increased and is evident by the number of parents involved in PTA, LCAP and whole school events.
Priority 3: Parental Involvement	Maintain 100%	We are working toward having 100% of parents connected to Aeries student portals.
Priority 5: Pupil Engagement - Counselor and Counseling Assistant Contacts	Social-emotional Counselor contacts per student will increase each year from the 2020-21 baseline, due to anticipated increased needs of students.	SEL and counselor contacts has increased with help and direction from Kelvin pulse surveys.
Priority 3: Parental Involvement	Maintain or increase the percentage of students who have at least one parent/guardian with parent portal access.	McManus has 344/429 families with access. Many TK/Kindergarten families are not utilizing the portal access.
Priority 3: Parent Involvement	Parent/Guardian engagement with CUSD via social media will increase form the previous year.	Each year, McManus families are utilizing Parent Square at a rising rate to gather information regarding their child's classroom as well as the school.
Priority 6: School Climate	100% CUSD staff will receive professional development to support trauma-informed practices, implicit	Staff continued to receive PD on trauma-informed practices and implicit bias. We have also worked hard at McManus to continue to

Metric/Indicator	Expected Outcomes	Actual Outcomes
	bias awareness, and positive behavior strategies.	implement PBIS and restorative practices.
Priority 5: Pupil Engagement - Attendance Rates	2020-2021 *All Students - 92.1% *English Learners - 92.2% *Foster Youth - 85.3% *Homeless - 81.7% *Socioeconomically Disadvantaged - 90.2% *Students with Disabilities - 90.3% *African American - 88.0% *American Indian/Alaska Native - 86.6% *Asian - 95.2% *Filipino - 95.7% *Hispanic - 91.0% *Native Hawaiian or Other Pacific Islander - 92.3% *White - 93.2% *Two or more races - 91.0%	2022-2023 All Students: 92.4% English Learner: 94.7% Foster Youth: 89.8% Homeless: 88.7% Socioeconomically: 92.2% Students with Disabilities: 90.2% African American: 91.7% American Indian or Alaska Native: 88.1% Asian: 96.0% Hispanic: 92.5% Native Hawaiian or Other Pacific Islander: 87.0% White: 92.2% Two or More Races: 90.5%
Priority 5: Pupil Engagement - Chronic Absenteeism Rate	All students will decline by a minimum of 1.5 percentage points in grades K-8. All students in student groups scoring a "Red" or "Orange" on the 2019 Dashboard, will decline by a minimum of 5 points.	All Students: 38.6% (167) English Learner: 21.4% (15) Foster Youth: N/A Homeless: 64.0% (16) Socioeconomically: 40.2% (151) Students with Disabilities: 48.8% (42) African American: 27.3% (3) American Indian or Alaska Native: N/A Asian: 17.1% (6) Hispanic: 39.1% (68) Native Hawaiian or Other Pacific Islander: N/A White: 38.7% (60) Two or More Races: 46.7% (21)
Priority 6: School Climate Local Indicator - School Climate Surveys: Social-emotional Well-being	School Climate Survey results related to social-emotional concerns will maintain or increase across sites each year.	Kelvin Pulses have been implemented and the data is being used to help support students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development - Provide professional development opportunities for staff in trauma-informed practices, social-emotional learning, and mindfulness.	PD: opportunities during DWSD and staff meetings were used to discuss trauma-informed practices, social emotional learning, and mindfulness		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Health and Social-Emotional Supports - Provide health and social-emotional counseling support services: Registered Nurses (RNs), Licensed Vocational Nurses (LVNs), Health Aides, Elementary Counselors, Elementary Guidance Aides, Cal Safe Teen Parenting Program, Secondary Alternative Education Counselors, and Secondary Community Day Counselors. Students with disabilities will receive support, as needed, in addition to any special education services.</p>	<p>McManus has a 5 hour health assistant, full time counselor, counseling assistant, and participates in district wide programs such as parenting programs.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 2,022,192</p> <p>.5 School Counselor 1000-1999: Certificated Personnel Salaries Title I - Site 59,415</p>	<p>.5 School Counselor 1000-1999: Certificated Personnel Salaries Title I - Site 70,158</p>
<p>Targeted Case Managers - Continue to keep students and families connected to school and supports by providing Targeted Case Managers (TCMs) at each site.</p>	<p>McManus' TCM who works hard to support our families.</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 583,859</p>	<p>2000-2999: Classified Personnel Salaries LCFF - District Supplemental 583,859</p>
<p>School Climate Surveys - School Climate Surveys will be given twice each year (Fall and Spring) to students, staff, and parents. These surveys will provide necessary quantitative and qualitative data to inform the district of successes and challenges. Surveys will be given in English and Spanish.</p>	<p>School climate surveys were given and results reviewed. The suggestions from the climate surveys from both staff and parents have been implemented.</p>		

Analysis

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

Title 1 site funding was used to support .5 of our school counselor's salary as she supports McManus students by responding to trauma and providing school based counseling services for those who are identified by the Wellness Team as being at high risk. Our school counselor also provides family assistance in supporting students on 504 plans. Our school counselor serves as the instructor and facilitator of the SEL curriculum Second Step for McManus intermediate students. McManus' Targeted Case Manager supported families connected to McManus.

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

McManus' school counselor contributes to supporting a positive and safe culture and climate in several capacities. She supports students with student based counseling, is a team member of the following teams on campus: PBIS, Wellness, School Equity Accountability Team, ELAC, McManus' Site Committee for construction and modernization. Our school counselor gathers Kelvin pulse data and shares it with staff regularly. Our favorable student results are a means of measure the strong relationships she has built with students and the entire learning community. McManus' Targeted Case Manager supports students and their families. Specifically, she organizes and coordinates with families for ELAC, Wake Up to Reading, and works closely with our homeless and foster youth.

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

Due to a salary increase, our school counselor's proposed expenditures was not accurate. After the salary increase, a difference of \$10,743 resulted in 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.

While McManus will maintain a full time counselor, our site will no longer be funding the position. The district will fund this position moving forward.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Provide behavioral instruction and supports as a proactive approach to creating a safe, positive climate and school culture.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 6: School Climate - Suspension Rate	All student groups will decline by a minimum of .9 percentage points. Student groups in red or orange on the Fall, 2019 Dashboard, will decline by a minimum of 2.6 percentage points.	McManus suspension rate has increased due to increasing challenging behaviors.
Priority 6: School Climate - Expulsion Rate	Foster, Homeless, Socioeconomically Disadvantaged, African American, Students with Disabilities and American Indian or Alaska Native will decline to be less than or equal to the All Students expulsion rate.	McManus did not have any expulsions.
Priority 6: Local Indicator/Local tool for school climate: School Safety	Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety on grades 3-12 Climate Surveys, for all student groups.	McManus students feel safe on campus as is evident buy Kelvin Pulses.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue support for district alternative education programs - CUSD offers support for alternative education and home suspensions in the following ways: * Opportunity Programs (Center for Alternative Learning (CAL) and Chapman) * Elementary Out of School Suspension Alternatives (e.g. Reset program) * Alternative Education Supplemental Staffing	The Reset program is housed on McManus' campus and serves as a great setting for student reflection for those with challenging behaviors.	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 728,925	1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 728,925

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Coaching Stipends - Provide coaching staffing for site athletic programs to engage students and promote a positive school culture.	Coaching stipends continued.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 830,988	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 830,988
Campus Supervisors - Provide Campus Supervisors on sites to provide a safe, positive school climate.	Campus supervisors occurred at the Jr. High and high school settings.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,264,109	2000-2999: Classified Personnel Salaries LCAP Supplemental 1,264,109
		.5 PBIS Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 38,980	.5 PBIS Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 0

Analysis

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

Through PBIS, we continue to implement Tier 1 practices to foster and positive climate and culture. Additionally, we have continued to share a weekly mindful message and PBIS Focus Area for our students to showcase expected behaviors. Our PBIS team meets once a month and through the teacher referral process places students in appropriate interventions. Data is collected to determine the efficacy of the intervention. This year we have a full-time counselor who supports all students. In or intermediate grades, she teaches conflict resolution and also provides school-based counseling. Additionally, our counselor visits classrooms and presents lessons on bullying, inclusion, and other relevant subjects. Our part-time Counseling Assistant has continued to teach Tool-Box skills and provide POP services to our primary students.

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

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

With our PBIS .5 teacher taking a full time position at another school, this role was not filled in the 22-23 school year. The proposed cost of \$39,980 was not utilized in this capacity.

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.

All staff at McManus will be expected to promote and support our PBIS shared values of being Safe, Respectful, Responsible, and Hard-Working in all settings at McManus during the 23-24 school year. Trainings for certificated and classified staff will be required to ensure we are promote creating a safe learning environment for all students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

Explain 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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

Explain 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.

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	107,456,323

Allocations by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	72,819	71,698
Title I - District	158,664	
Title I - Site	266,684	240,100

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	107,456,323
LCAP - District	12,566,794
LCAP - Site Supplemental	72,900
Title I - District	158,664
Title I - Site	266,684
Title II - District	162,632
Title II - Site	83,889

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
- 3 Parent or Community Members

Name of Members	Role
Chris Weaver	Principal
Nora Hunter	Classroom Teacher
Robin Williams	Classroom Teacher
Katy Leaf	Classroom Teacher
Delana Espinoza	Parent or Community Member
Nichole Reinhard	Parent or Community Member
Sylvia deVlaming	Parent or Community Member
Wendy Billingsley	Other School Staff

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 4-14-22.

Attested:



Principal, Chris Weaver on 4-20-2023

SSC Chairperson, Robin Williams on 4-20-2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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