

The Single Plan for Student Achievement

School: John McManus Elementary School
CDS Code: 04-61424-6003024
District: Chico Unified School District
Principal: Kristine Keene
Revision Date: December 1, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

John McManus Elementary School's Vision and Mission Statements

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.

A Shared Vision of the School We Strive to Create at
McManus Elementary: 2013-2014

- 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 K-6 elementary school located 76 miles north of Sacramento in the north section of the city of Chico, California. It is one of 10 elementary schools in the Chico Unified School District. McManus currently serves 530 students and has 20 classrooms. In addition to a Resource Specialist Program, the school offers one Special Day Class, a Title 1 Resource Program, Instructional Aides who support Title I students and English Language Learners, and an After School ASES Program serving over 180 students. Additionally, McManus has one ELD coach who works with staff on instructional practices and delivers weekly professional developments designed to best meet the needs of our many EL students. Twenty-two percent of our students are English Learners. Seventy-three percent participate in the Free and Reduced Lunch Program. The school is socially, economically, and culturally diverse.

McManus School has an extensive Title 1 program that is implemented to provide a wide variety of supports to our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Some of the instructional strategies used by Title 1 staff include: Read Naturally-provides a method to improve reading fluency in grades 3-6. Most struggling readers have fluency problems and spend little time reading. This program combines three powerful strategies to improve reading fluency: teacher modeling, repeated readings, and progress monitoring. Direct instruction-Staff uses program 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.

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

Other Student Support Services - McManus School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. A 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 spends.....days per week on campus to provide speech and language services. McManus has two targeted case managers 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 is fortunate to operate a before and after-school program funded by an ASES grant. The before-school tutoring program offers approximately five levels of academic support ranging from letter sounds to reading comprehension. Students are placed in these groups as a result of student scores of data on pre and post assessments given. Attendance and progress are monitored. Student participation is strongly encouraged, recommended by yteacher, and communicated to home. The second part of 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 started to invest much effort in to the implementation of a Professional Learning Communities model on our site. Grade level teams have been established and teachers are released bi-weekly to collaborate with a focus on student academic achievement and data analysis. Refining our PLC model on campus will be a significant area of focus in the coming year.

The Title I program utilizes many educational programs to enhance student learning by scheduling small group instruction with teachers, aides and the computer lab. Programs such as SIPPS, Rosetta Stone, Read Naturally, Soar to Success and Accelerated Reading are offered to groups during the leveled language arts block of time. English Learners have specific groups for the delivery of Language Star. Grade Level discussions and meetings have been streamlined with the PLC collaborative model.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In 2012, our site in collaboration with the District Office, conducted a survey with information gathered from students, parents and staff. This information has been studied by our staff in order to modify our programs.

Classroom Observations

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

Classroom observations happen as per CUSD/CUTA contract. The principal visits each classroom frequently and often gives feedback to staff members. Grade Level Teams meet for an average of 50 minutes bi-monthly to discuss their teaching practices and may invite team members to observe to help them improve instruction. The District provides support through Math and ELD Coaches who work with teachers and classrooms to improve instruction. The dialogue between teachers and coaches provides a valuable opportunity to evaluate the patterns of lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Grade Level Teams and the MILT meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

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

The Title I teacher and aides assist teachers with the most recent data from EduSoft, Cruncher, CBM and other assessments to realign student groups or to place students new to McManus.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All McManus teachers have met these qualifications.

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

The majority of teachers have attended professional development in areas that their grade level team has selected.

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

With the help of our CUSD curriculum directors, CUSD has offered in corporation with BCOE staff development linked to content standards and student performance.

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

McManus has the support of the Title I Program and teachers who serve on task forces for this assistance. The school is provided certificated coaches in ELD and math by the district. Our MILT team recommends many steps to improve instruction.

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

Regularly scheduled collaboration time is in place for grade level teams to meet. Additionally our Fine Arts program offers a common time for teachers if they choose to work together. On average, 2 staff meetings a month are dedicated to Grade Level PLC meetings.

Teaching and Learning

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

CUSD Task Forces meet regularly and send updated information for staff meetings on site. McManus is proud to have representatives at these District meetings who share information with the staff during scheduled meeting time.

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

Every grade level works out a schedule that permits them to comply with recommended instructional minutes but gives them the opportunity to work with support staff during these critical times.

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

Grade levels use the recommendations from the CUSD Task Forces.

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

Under the Williamson Act these materials are available to all students and staff.

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

Instructional funds are focused on the standards instructional materials and the appropriate intervention materials.

Opportunity and Equal Educational Access

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

Grade Level PLCs work together to address the needs of ALL students with the support of the Title I Program.

14. Research-based educational practices to raise student achievement

All curriculum and supplemental materials used on a regular basis to meet the requirements of research-based educational practices.

Parental Involvement

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

With the addition of the Healthy Start program many groups have volunteered time to focus on ALL students, with an emphasis on those most in need.

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

Site Council meets on a regular basis and takes information back to staff meetings and PTA and other parent meetings.

Funding

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

Title I, ASES and Healthy Start give students in need increased opportunities for success.

18. Fiscal support (EPC)

Funding fluctuates according to the State's solvency.

Description of Barriers and Related School Goals

There are a number of barriers in place making progress difficult for John McManus Elementary to realize its school goals. McManus has significantly high percentages of students in subgroups that historically underperform in areas of academic achievement. In order to address these issues, McManus Elementary has allocated significant manpower and attention through our Title 1 program to address the unique needs of our students, specifically English learners, SWD, and students categorized as socioeconomically disadvantaged. A student is considered socioeconomically disadvantaged if both parents did not complete high school or if the student participates in the National School Lunch Program. With district support we utilize the support of ELD and Math coaching teams to help us better reflect on how well we are meeting the needs of our students with our curriculum, instructional practices and our student academic growth monitoring. McManus will also work extensively this year with ELD consultant Kevin Clark to improve our delivery of ELD instruction. Mr. Clark will also consult with the district ELD coaching team to provide regular coaching and professional development to the McManus staff throughout the school year.

McManus has adopted a Professional Learning Community model to better critique how well we are providing a program for our students. In our third year of PLC implementation, there have been barriers experienced as we move through the process. Our expectation is that we will hone our ability to act as a PLC as we move deeper in to the process which will, in turn, allow us to hone our ability to best meet the needs of our student population.

As mentioned earlier, McManus has also added an ELD coach to our staff to help us better reflect on how we are meeting the needs of our EL students with our curriculum, instructional practices, and our student academic growth monitoring, through our weekly professional development meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	58	95.1	58	2412.9	16	28	28	29
Grade 4	66	64	97.0	64	2436.5	8	25	27	41
Grade 5	74	68	91.9	68	2477.3	12	24	31	34
Grade 6	77	76	98.7	76	2505.2	4	32	43	21
All Grades	278	266	95.7	266		9	27	33	31

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	10	57	33	10	59	31	12	62	26	31	47	22
Grade 4	11	50	39	13	56	31	5	70	25	8	55	17
Grade 5	12	43	46	25	51	24	6	66	28	19	56	25
Grade 6	5	55	39	12	61	28	9	67	24	17	76	7
All Grades	9	51	39	15	57	28	8	67	26	18	59	17

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	58	95.1	58	2388.9	3	14	40	43
Grade 4	66	65	98.5	65	2430.2	3	22	29	46
Grade 5	74	68	91.9	68	2480.9	12	15	40	34
Grade 6	77	77	100.0	77	2482.9	6	9	43	42
All Grades	278	268	96.4	268		6	15	38	41

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	5	36	59	3	48	48	14	48	38
Grade 4	14	28	58	8	34	58	3	52	45
Grade 5	15	43	43	10	51	38	7	47	46
Grade 6	6	39	55	8	49	43	6	60	34
All Grades	10	37	53	7	46	47	7	52	40

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	43	2	29	1	14	1	14	7
1			1	8	3	25	3	25	5	42	12
2	1	7	7	50	5	36	1	7			14
3			3	20	7	47	3	20	2	13	15
4	3	17	5	28	8	44	2	11			18
5	2	11	6	33	9	50			1	6	18
6	1	7	5	36	6	43	1	7	1	7	14
Total	7	7	30	31	40	41	11	11	10	10	98

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	12	4	16	4	16	14	56	25
1			1	8	3	23	3	23	6	46	13
2	1	7	8	53	5	33	1	7			15
3			3	20	7	47	3	20	2	13	15
4	3	15	5	25	8	40	2	10	2	10	20
5	2	11	6	33	9	50			1	6	18
6	1	7	5	33	6	40	1	7	2	13	15
Total	7	6	31	26	42	35	14	12	27	22	121

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	108	108	98
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	108	108	98
Number Met	56	67	51
Percent Met	51.9%	62.0%	52.0%
NCLB Target	57.5	59.0	60.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	90	35	99	32	88	32
Number Met	10	13	22	10	20	14
Percent Met	11.1%	37.1%	22.2%	31.3%	22.7%	43.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kristine Keene	X				
Jolie Levin		X			
Mary Imes		X			
Katie Bailey		X			
Julie Salzman		X			
Julian Gonzales			X		
Brad Wilcox				X	
Sherie Sandner				X	
Brook Fitzgerald				X	
Andrea Gonzales				X	
Manar Maksoud				X	
Numbers of members of each category:	1	4	1	4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Kristine Keene		
Typed Name of School Principal	Signature of School Principal	Date

Kristine Keene		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

LCAP Goal 1: Quality Teachers, Materials, and Facilities

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

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

- **McManus will adhere to Williams Act requirements.**
- **McManus will reduce the ratio of students to device ratio from 3:1 to 1:1.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> • Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments 	HR Data- Number of teachers with appropriate credential and teaching in correct subject area Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> • Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place Illuminate	LCFF Base LCFF-District Supplemental (Total District cost) LCFF-Base (Total District cost)	\$ 84,000 \$ 64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> • Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	<ul style="list-style-type: none"> • Site will ensure that Chromebook carts and iPad minis are maintained in good working order. • McManus will add 8 additional Chromebook carts which will allow all students in grades 2-6 to have their own Chromebook. • 20 iPad minis will be purchased for K-1 	Ratio of students to devices in grades 2-6 K-1 access to devices, i.e. iPad minis, classroom	All	IT Dept Chrome book Carts- iPad Minis-MS Voucher Program	LCFF-Base Title 1- Site Carryover Grant Funded	\$ 102,241. \$6,455

McManus Elementary LCAP/SPSA Goals

Year: 2015-16

		computers, and computer lab				
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> ● Librarians and Library Media Assistants <ul style="list-style-type: none"> ● Instructional Technology Aides 	<ul style="list-style-type: none"> ● Libraries will be maintained and available for student use. <ul style="list-style-type: none"> ● McManus will employ an IA Tech 	<p>Library Media Assistant 20 hours per week</p> <p>Add'l Library Media Assistant hours</p> <p>Tech IA- 20 hours per week</p>	All	<p>Librarians & Library Media Assistants</p> <p>Tech Aides</p>	<p>LCFF- District Supplemental (Total District cost)</p> <p>LCFF- Supplemental Site</p> <p>LCFF- Supplemental District (Total District cost)</p>	<p>\$ 794,091</p> <p>\$ 4,421.15</p> <p>\$ 184,764</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> ● Computers for Classrooms ● Comcast Internet Access 	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

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

Site Goals:

- All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> ● The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with ILT/Leadership team and modify site PD opportunities. Timeline: Fall and Spring surveys ● District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development 	CSCS Survey	All	No Funding Needed		
				DLC TOSAs	LCFF -District Supplemental (Total District cost)	See Goal 3
Provide professional development in: <ul style="list-style-type: none"> ● California State Content Standards ● Before school and school-year PD in English Language Development ● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education), IReady 	<ul style="list-style-type: none"> ● Our staff will attend district-wide professional development. ● Teachers will meet to analyze data and design rigorous CSCS instruction. ● PLC's analyzing benchmark results together ● GLT/SBIT progress monitoring high concern students ● Planning CSCS lessons together ● District-wide Skype/Video meetings supporting data discussion ● Provide after school professional development sessions focusing on technology integration in classrooms ● Provide 7 hours of paid (hourly rate) afterschool opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff 	District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5 Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD	All	Presenter Costs	Title II District	
				Presenter Costs	Title II District	
				PLC Release Time	Title II Site	\$ 10,452
		PD Sign In Sheets		After School PD Opportunities	Title II District	\$ 180,000

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	<ul style="list-style-type: none"> • Site specific PD needs 			Site PD Opportunities	Title II Site	See Title II \$ above
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> • CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC • Ensure all students are given site, district and state assessments. 	- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9 - DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6	All	TOSAs See Goal 3	LCFF Supplemental District (Total District Cost	See Goal 3
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> • Interested teachers will participate in long-term professional development opportunities 	ABEO Participation Rate Math Time	All	ABEO 3 year Grant	District Title II Grant Funded	\$3,000,000

- Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses**
- 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.
 - 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.
 - 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.
 - 3.4: Increase student achievement for English learners.
 - 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal:

- **McManus will lower the number of students on the High Concern list by 20% comparing September to May 2016.**
- **McManus will increase by 10% the number of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school's Data Dashboard.**
- **McManus will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> ● Not Applicable 					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> ● Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. ● Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. ● Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. ● High Concern lists of students will be looked at frequently and discussed among teachers ● Employ supplementary support teachers (certificated) ● Reading Pals program will continue and data analyzed throughout the year <ul style="list-style-type: none"> ● Site will use SBIT process to monitor placement of students in interventions ● All English Learners will be given ELD using Language Star curriculum and assessment ● ELD teachers will participate in on-going after school training ● IReady program: Math ● IReady program: ELA 	<ul style="list-style-type: none"> - K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data - 3-6 SBAC Data <ul style="list-style-type: none"> CELDT Data EL Reclassification Rate Language Star PD Bi-weekly 	All	Intervention/ Support Teachers Reading Pals Language Star Coaches i-Ready	Title 1- Site Title I - Site Carryover LCFF District Supplemental Title II- District Total District cost) Title 1 Carryover Site Title 1	\$ 157,357 \$ 21,025 \$ 83,508 \$19,662

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	<ul style="list-style-type: none"> All English Learners will take CUSD interim ELD Assessments and CELDT with 62% of EIL students increasing 1+ levels or more on CELDT 	Language Star Assessment Data				
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.6 FTE) Guidance Aides Bilingual Aides TK Instructional Aides 	<ul style="list-style-type: none"> See Goal 4 McManus will employ a .2 TOSA McManus will employ a 25 hr/week Guidance Aide 2015-16- 20 hr/week Guidance Aide Employ School Counselor: one counselor three times/week, one counselor two times/week Employ 3 Instructional Aides Bilingual Aide- plan for bilingual aid McManus will have 2 TK Aides at 3.5 hrs/day 		All	<ul style="list-style-type: none"> TCMs Elem TOSAs Guidance Aide Add'l Guid. Aide Counselor Instructional Aides (x3) Bilingual Aides District TK Aides 	<ul style="list-style-type: none"> LCFF-District Supplemental (Total District cost) LCFF -District Supplemental (Total District cost) Grant Funded Title 1- District Carryover Grant Funded LCFF - Site Supplemental LCFF - District Supplemental (Total District Cost) LCFF - District Supplemental 	<ul style="list-style-type: none"> \$452,158 \$ 357,353 \$10,000 \$45,000 \$53,337 \$11,873 \$152,357 \$24,000
Research options for providing an	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning 	Attendance at	All	No Funding		

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<p>all-day or extended day Kindergarten at all elementary sites.</p>	<p>meetings at the district office.</p> <ul style="list-style-type: none"> McManus will implement extended Kindergarten day with 3 Aides. 	<p>district planning meetings-9/23, 10/22, 11/2, 11/30</p>		<p>Needed</p> <p>Extended Day K Aides</p>	<p>LCFF - Site Supplemental</p>	<p>\$11,873</p>
<p>Provide after school homework support at Elementary ASP sites as needed</p>	<ul style="list-style-type: none"> Site will provide tutoring groups before and after school in ELA and Math to students identified as needing support 	<p>Tutoring Data High Concern Lists</p>	<p>All</p>	<p>Certificated Staff Costs</p>	<p>Title 1 District Carryover (ASP sites)</p>	<p>\$200,000</p>

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: - McManus will move from 0% to 50% of parents registered on Remind text messaging.
- McManus will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries ● Survey Parents 	<ul style="list-style-type: none"> ● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings ● Administer Education for the Future survey in January 	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunities Education for the Future Survey (Total District Cost)	Title II-District LCFF Base	\$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● McManus will offer a minimum of 2 parent/family informational opportunities ● McManus will use Safe Schools funds toward the purchase of an electronic marquee 	Event Sign-in Sheets	All	No Funding Needed Marquee	Safe Schools	\$2887
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM ● McManus will employ a .5 TCM 	Sign in Sheets at site ELAC meetings	All	TCM Costs Add'l TCM	See Goal 3 LCFF - Site Supplemental	See Goal 3 \$26,581

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Establish baseline for parent involvement in: <ul style="list-style-type: none"> ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC 	<ul style="list-style-type: none"> ● Offer a minimum of 4 family activities ● School Climate/Culture Activities: 	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	Activity Costs	LCFF - Site Supplemental	\$5,180
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Goal 5: Improve School Climate

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

Site Goal: McManus will reduce the number of chronically truant students by 2% annually.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> ● becoming a trauma-informed district ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> ● Make teachers aware of PD opportunities through weekly bulletins and staff meetings ● McManus will participate in CUSD PBIS Grant ● McManus will utilize our Counselor and PIP Guidance Counselor for 7.5 hrs/week to support positive recess supervision. 	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS	All	PBIS Training	Grant Funded	
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> ● Provide a minimum of 4 family events ● Early identification of students with attendance issues ● Communicate chronically absent/tardy names to teachers ● Parent/Principal meetings to see if student absences and tardies improve ● Use attendance rewards at school assemblies 	Event Sign-in Sheets Aeries Reports	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (e.g. Reset/ISS) 	<ul style="list-style-type: none"> ● Maintain Opportunity Class ● Institute the Reset Classroom as an alternative to suspensions 	Number of Referrals to Opportunity Class Number of	All	Opportunity Class Reset	LCFF District Supplemental (Total District cost) LCFF District Supplemental	\$160,000 \$107,000

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<ul style="list-style-type: none"> Alternative Ed. Supplemental staffing 		Referrals to Reset ISS, OSS Rates				
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> EMHI/PIP Guidance Aides Nurses <p>Health Assistants</p> <p>Medically Necessary/Off Campus Instruction.</p>	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides- See Goal 3 Employ Nurses Employ Health Assistants Provide MNI Services as needed 	Site Attendance Rate	All	Nurses	LCFF District Supplemental (Partial District Cost)	\$107,044
				Health Assistants MNI	LCFF District Supplemental (Total District Cost)	\$496,363
					LCFF District Supplemental (Total District cost)	\$336,250
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> Employ School Aides (noon supervisor, yard duty) as needed McManus will employ additional School Aides 	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF Supplemental District	\$616,831
				School Aide	LCFF Supplemental Site	\$16,290
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> Specialist provide - <p>Fine Arts 1st - 6th - 11 sessions - ½ day each</p> <p>Music 6th grade band - 2xs per week 4th -6th classroom music weekly</p> <p>PE 1st-6th grades 13 sessions - 65 minutes</p>	Site Attendance Rate	All	Certificated teacher providing prep time release	LCFF Supplemental District	

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Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	<ul style="list-style-type: none"> • Not Applicable 					

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$157,357 Title 1 Carryover-\$21,025 \$102,244 \$ 19,662 Total= \$300,388	Intervention/Support Staff Intervention/Support Staff Chromebook carts - 8 i-Ready	\$157,357 \$21,025 (CO) \$102,241 (CO) \$19,662(CO) Total= \$300,288
Title II-\$9,745 Title II Carryover-\$707 Total= \$10,745	PLC Release Time PLC Release Time	\$9,745 \$707 (CO) Total= \$10,745
Safe Schools- \$2,887 Safe Schools Carryover- \$0 Total= \$2,887	Used as part of the total purchase of electronic marquee	\$2,887 Total= \$2,887

LCAP Site Budget Developed with School Community/SSC Input		
Funding Source	Funding Allocation	Cost
15-16 Total- \$101,613 LCAP Carryover- \$8,876	Technology Aide Instructional Aides x3 Extended Day K Aides	\$4,387 \$35,318 \$11,873

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	2 Targeted Case Managers 3 School Aide 2 Parent Aides School Climate and Culture Activities	\$26,581 \$16,290 \$10,860 \$5,180	
Total= \$110,489			Total= \$110,489