

John McManus Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	John McManus Elementary School
Street	988 East Ave.
City, State, Zip	Chico, CA 95926
Phone Number	(530) 891-3128
Principal	Chris Weaver
Email Address	cweaver@chicousd.org
School Website	mcmanus.chicousd.org
County-District-School (CDS) Code	04-61424-6003024

2022-23 District Contact Information

District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
District Website Address	www.chicousd.org

2022-23 School Overview

John McManus Elementary School is located in north Chico and encompasses a large school boundary area. The student composition is a diverse mixture of Caucasian, African American, Latino, and Asian students. Thanks to funding from the Community Eligibility Provision (CEP), schools in lower income areas, such as McManus, are receiving breakfast and lunch at no cost to all enrolled students. The school was expanded significantly in the last two decades to accommodate increases in students living on the north side of town. Campus beautification and site improvements continue to happen to provide safety and school pride. The school population is comprised of approximately 428 Preschool-5th grade students. The campus has one transitional kindergarten class and two severely handicapped classes. McManus also houses a state-run preschool and a district Preschool Speech program, as well as two district training rooms that are frequently utilized for professional development sessions. It is the vision of the McManus staff to create a high-quality learning environment and culture that creates academic and emotional success for all students. Our mission and vision is for McManus students to be safe, respectful, responsible, and hardworking. McManus will ensure a safe place where both academic and social-emotional learning is established and that all students, families, and staff are respected.

In April, 2022, McManus was recognized for fidelity of PBIS implementation and for achieving valued outcomes at the Silver level. The school-wide expectations of being Safe, Respectful, Responsible, and Hardworking were favorably identified and practiced by the entire learning community. Additionally, evidence-based classroom practices including: maximizing structure, classroom routines, expectations, active supervision, opportunities to respond, and student acknowledgment were noted as being conducive to positive student outcomes at McManus.

McManus's Counselor and Counseling Assistant provide weekly social-emotional learning (SEL) lessons to promote social emotional success during this challenging time. Additionally, they meet weekly with students needing extra support and engagement. Our Reading Pals program continues to meet struggling students' needs in the areas of reading fluency and comprehension. Volunteer community members make this possible by Zooming with students enrolled in the program weekly. To ensure students are engaged in learning, McManus's Attendance Team, Wellness Team, classroom teachers, and site and district administration meet and communicate weekly to address and support family needs. Seventeen McManus staff members were gifted the training of Mindfulness Fundamentals through the Mindful School Program and are implementing a school-wide system of mindful practices with our students. Additionally, all teachers on site have access to the Inner Explorer program, which is a series of daily 5-to 10-minute audio-guided mindful practices. PBIS (Positive-Based Intervention System) is a cornerstone of our program at McManus.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	61
Grade 2	66
Grade 3	65
Grade 4	74
Grade 5	55
Total Enrollment	415

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	1.2
Asian	8.2
Black or African American	1.9
Filipino	0.0
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	1.2
Two or More Races	6.7
White	36.4
English Learners	15.9
Foster Youth	0.0
Homeless	3.6
Migrant	0.0
Socioeconomically Disadvantaged	84.8
Students with Disabilities	14.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	93.71	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	2.04	53.90	7.74	12115.80	4.41
Unknown	1.00	4.25	37.60	5.39	18854.30	6.86
Total Teaching Positions	23.50	100.00	697.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards aligned textbooks are in the hands of all students within two years of adoption.

Year and month in which the data were collected

September 21, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education- CA Wonders 2017	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math (K-2 in 2013, 3-6 in 2014) Curriculum Associates- Ready Math - 2020	Yes	0
Science	Amplify Science Curriculum - 2020	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

McManus Elementary School was built in 1955 with two classrooms, an office and a multipurpose room. It has grown to 31 classrooms, two special education rooms, a multipurpose room, a library, and an administration/office wing. Two wings of permanent classrooms were constructed in 1968. Five portable classrooms, which included one computer lab, were constructed in 1984, and four more were added in 1996 to accommodate the Class Size Reduction Program. In 2004 the school was completely wired for networking and a school server was installed. In 2008 a wireless network was completed. In 2005, three additional classrooms were added and additional student bathrooms were installed for the increased student population. The playground was enlarged in 1984 with the addition of the portable classrooms and in 1996, an additional parking area and bus lanes were added. In 2005 a portion of the playground was reduced to accommodate our additional classrooms. In the summer of 2006, additional playground equipment was installed to accommodate the increased student population. The expansion of the cafeteria was accomplished by building a patio cover to house picnic tables, which are currently located 200 steps from the current multipurpose room.

District maintenance staff and site custodial staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. McManus has installed new carpet and painted eight of the classrooms within the last five years. This year, McManus participated in the Williams Act. A facilities inspection is part of the Williams Act and McManus passed this with no problem.

With funding from Measure K, new construction at McManus is set to begin in June of 2022. This will include 12 new classrooms, a new Multipurpose Room, and a new administration office. Additionally, modernization of existing buildings, including current classroom wings and library renovation will notably enhance the McManus learning community.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	2. (X) HVAC system is not working. System has been repaired.
Interior: Interior Surfaces			X	4. (D) Hazards appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) Library, Room 1, Room 2, Room 4. Modernization project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			(D) There is moss, mold, or excessive staining on the fixture. Rm 13 11. (D) Paint is peeling, chipping, or cracking (bathrooms). Modernization project.
Safety: Fire Safety, Hazardous Materials	X			10. (D) Fire extinguishers are NOT current and NOT placed in all required areas. Custodian has corrected.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			14. (D) Significant cracks, trip hazards, holes, and deterioration are found (asphalt areas). Modernization project.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	194	98.48	1.52	26.80
Female	86	83	96.51	3.49	26.51
Male	111	111	100.00	0.00	27.03
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	14.29
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	75	73	97.33	2.67	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	46.67
White	72	72	100.00	0.00	34.72
English Learners	38	38	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	5.00
Socioeconomically Disadvantaged	170	167	98.24	1.76	25.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	41	97.62	2.38	19.51

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	197	194	98.48	1.52	15.98
Female	86	83	96.51	3.49	14.46
Male	111	111	100.00	0.00	17.12
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	9.52
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	75	73	97.33	2.67	8.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	26.67
White	72	72	100.00	0.00	22.22
English Learners	38	38	100.00	0.00	2.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	0.00
Socioeconomically Disadvantaged	170	167	98.24	1.76	13.17
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	41	97.62	2.38	17.07

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.46	0	36.99	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	52	98.11	1.89	13.46
Female	25	24	96	4	12.5
Male	28	28	100	0	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	9.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100	0	12.5
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	49	98	2	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.63	87.27	90.9	83.63	85.45

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

McManus parents are highly encouraged to become involved in their children's education by becoming involved in a variety of activities at school. These opportunities range from classroom volunteer to membership on the PTA, English Language Advisory Council (ELAC) member, School Site Council (SSC) Parent Representative, and McManus School Equity Accountability Team (SEAT). We also strongly encourage parents to attend Back to School Night, Parent Teacher Conferences, Open House, Family Fun evening events, and various award assemblies. Parents are active members of the planning committees for our annual Parade of Lights entry, Jog-a-thon, McManus Store, and Dessert with Santa. Parents are kept informed of school news through Aeries communication, the marquee, the S'more app, Facebook, and a weekly school bulletin that is translated in English and Spanish and distributed through our school website. Parents are asked to monitor and accept an active role in their child's homework. PTA hosts a Parent Volunteer Tea in the spring, in which our parent volunteers are honored by our PTA and school staff. Contact the main office at 530-891-3128 for more information.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	433	167	38.6
Female	217	207	75	36.2
Male	235	226	92	40.7
American Indian or Alaska Native	8	8	7	87.5
Asian	35	35	6	17.1
Black or African American	11	11	3	27.3
Filipino	0	0	0	0.0
Hispanic or Latino	183	174	68	39.1
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	30	30	15	50.0
White	164	155	60	38.7
English Learners	72	70	15	21.4
Foster Youth	5	4	4	100.0
Homeless	29	25	16	64.0
Socioeconomically Disadvantaged	394	376	151	40.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	86	42	48.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	3.42	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.33	0.67	4.01	0.20	3.17
Expulsions	0.00	0.00	0.01	0.31	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.33	0.00
Female	0.46	0.00
Male	2.13	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.66	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.90	0.00
Socioeconomically Disadvantaged	1.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.25	0.00

2022-23 School Safety Plan

Chico Unified School District has an updated emergency plan for fire drills, earthquakes, hazardous spills, and other emergency procedures, including active shooter. Due to our proximity to major traffic patterns, there is an emphasis on bicycle, pedestrian, and traffic safety on our site. Staff, students, and parents strive to make our campus a safe, friendly place for all. We continually communicate student safety concerns to our school community through parent meetings, parent newsletters, parent education events, and personal contacts. Supervision of students is provided before and after school. Before school all students report to areas designated for primary and intermediate students. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Visitors are required to check in at the main office before they visit classrooms or other areas of the school. Emergency Action Plans are in place and staff and students perform regular emergency/evacuation drills. The school safety plan is updated annually in accordance with Senate Bill 187. McManus also conducts more than the required four Code Yellow drills each year to practice various emergency situations. McManus continues to practice the use of the Catapult System in our Code Red emergency procedures. Our School Safety Plan was updated this year and shared with staff and the Site Council in September.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	22		3	
2	20	2	1	
3	27		2	
4	24		2	
5	30		2	
Other	14	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	15	3	1	
2	19	3		
3	19	3		
4	18	2	1	
5	17	2	1	
Other	12	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	19	3		
2	21	1	2	
3	21	1	2	
4	23		3	
5	26		2	
Other	15	2	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	1.3
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	0.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,961.27	\$5,113.42	\$8,847.85	\$74,696.00
District	N/A	N/A	\$8,272.60	\$74,696
Percent Difference - School Site and District	N/A	N/A	6.7	0.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	29.2	-16.8

2021-22 Types of Services Funded

McManus receives the following funding:

- * LCAP funds to support programs and activities to assist English learners achieve academic and English language proficiency as rapidly as practicable.
- * LCAP funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- * Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment that is physically and emotionally safe, well-disciplined, and conducive to learning.
- * Title II federal funds to provide ongoing staff development for teachers and principals.
- * Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- * ASES (After School Education and Safety Program) state funds to provide enrichment services that reinforce and complement the academic program; family literacy services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.

Under normal circumstances, McManus provides a before- and after-school program for our students. McManus operates an ASES grant program starting 1.5 hours before school and 3 hours after school. The grant provides reading and math homework support and some tutoring for 75 students on a daily basis. The community-based Reading Pals program has approximately 50 participating students. For Kindergartners, McManus offers a full-day program with a one-hour after-school program free of charge for students and families. McManus has a total of 12 Chromebook carts that are housed in 1st-5th grade classrooms, making the technology ratio 1:1 on the campus. As of September of 2020, McManus has a View Sonic in every classroom TK-5. McManus continues to use data generated by the reports in iReady, Accelerated Reader, Lexia, and STAR Early Literacy to track student growth and achievement. With the whole child in mind, McManus provides for the emotional needs of students by maintaining one counselor, one Guidance Specialist, one PBIS teacher, and one three-day psychologist on staff. This group, plus the principal and Targeted Case Manager, make up our site Wellness Team. The counselor and Guidance Specialist support students each day of the week in individual and group counseling sessions, classroom presentations, and support on the playground. The school also has an active SBIT Team (Student-Based Intervention Team) in which student academic progress is carefully monitored and supported.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,195	\$54,370
Mid-Range Teacher Salary	\$66,564	\$82,681
Highest Teacher Salary	\$104,767	\$106,610
Average Principal Salary (Elementary)	\$114,404	\$135,283
Average Principal Salary (Middle)	\$123,945	\$141,244
Average Principal Salary (High)	\$126,883	\$152,955
Superintendent Salary	\$238,553	\$264,367
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Site Title II and district budget money is utilized for staff members to participate in staff development programs that meet their specific individual needs for improvement. Teachers participate in ongoing staff development in many areas, including Google/Chromebooks, PBIS (positive behavioral interventions and support), Guided Reading, Illuminate, and Hour of Code. Additionally, we have ongoing iReady and Lexia training. All teachers have been trained in Everyday Math and Wonders English Language Arts. To better meet the needs of English language learners, ELD teachers have been trained in Language Star. All staff participates in Professional Learning Communities (PLC) training using the DuFour model. The PLC groups meet twice per month as grade level teams to review student progress and develop and implement interventions for students. These professional development opportunities reflect the Common Core State Standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6