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John McManus Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

</div>

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

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	Ted Sullivan
E-mail Address	tsulliva@chicousd.org
CDS Code	04-61424-6003024

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

John McManus Elementary School is located on the north side of Chico. McManus emcompasses a large school boundary area on the north side of Chico.   The student composition is a mixture of caucasian, African American, Latino and Asian students. Many students on the McManus campus are eligible for the free/ reduced lunch program. The school was expanded significantly in the last decade to accommodate increases in students living on the north side of town.

The campus is comprised of approximately 490 K-6 grade students. The campus also has a transitional kindergarten class as well as a special day class.   It is the vision of the McManus staff to create a high quality learning environment which creates academic success for all students. Our mission: The mission of McManus is to create academically skilled students. McManus will ensure a safe place where learning is established and that all students and families are respected.

McManus provides a very extensive before- and after-school program for our students. McManus operates a 21st Century Learning/ASES grant program starting for one and one-half hours before school and three hours after school. The grant provides reading and math tutoring for 180 students on a daily basis. Homework support is also part of the program as well as a variety of enrichment and recreation options.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to become involved in their child's education by becoming involved in a variety of activities at school ranging from classroom volunteer, PTA member, English Language Advisory Council (ELAC) member and becoming a School Site Council (SSC) Parent Representative. 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 kept informed of school news through the marquee, weekly school bulletin that is translated in English and Spanish and through our school website http://chicousd.org. Parents are asked to monitor and accept an active role in their child's homework. Contact the main office for more information.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	37	44	43	58	58	58	54	56	55
Mathematics	43	42	48	51	51	52	49	50	50
Science	48	51	48	67	68	67	57	60	59
History-Social Science	N/A	N/A	N/A	59	56	58	48	49	49

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	52	67	N/A
All Student at the School	43	48	48	N/A
Male	39	51	52	N/A
Female	48	45	45	N/A
Black or African American	29	21		N/A
American Indian or Alaska Native	47	67		N/A
Asian	32	53		N/A
Filipino				N/A
Hispanic or Latino	37	44	38	N/A
Native Hawaiian/Pacific Islander				N/A
White	54	51	52	N/A
Two or More Races	61	56		N/A
Socioeconomically Disadvantaged	39	44	46	N/A
English Learners	18	39	15	N/A
Students with Disabilities	26	39		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.8	11.8	20.6

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	1	2	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	10	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	24	32	-14
Native Hawaiian/Pacific Islander			
White	13	-10	11
Two or More Races			
Socioeconomically Disadvantaged	7	8	-3
English Learners	12	51	-5
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
| | School | | District | | State | |
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	366	730	8,818	807	4,655,989	790
Black or African American	25	623	315	718	296,463	708
American Indian or Alaska Native	14	783	151	747	30,394	743
Asian	48	679	547	786	406,527	906
Filipino	1		62	890	121,054	867
Hispanic or Latino	124	705	1,947	738	2,438,951	744
Native Hawaiian/Pacific Islander	3		57	785	25,351	774
White	134	777	5,550	839	1,200,127	853
Two or More Races	16	751	107	756	125,025	824
Socioeconomically Disadvantaged	326	715	4,561	745	2,774,640	743
English Learners	107	675	1,232	684	1,482,316	721
Students with Disabilities	47	572	1,063	626	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	77
Grade 1	54
Grade 2	81
Grade 3	74
Grade 4	74
Grade 5	71
Grade 6	94
Total Enrollment	525

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.7	**White**	40.8
American Indian or Alaska Native	3.6	**Two or More Races**	4.2
Asian	10.7	**Socioeconomically Disadvantaged**	82.9
Filipino	0.2	**English Learners**	26.9
Hispanic or Latino	33.7	**Students with Disabilities**	9.5
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11 Avg. Class Size	2010-11 Number of Classrooms 1-20	21-32	33+	2011-12 Avg. Class Size	2011-12 Number of Classrooms 1-20	21-32	33+	2012-13 Avg. Class Size	2012-13 Number of Classrooms 1-20	21-32	33+
K	29.3	0	3	0	27	0	2	0	26		3	
1	28	0	3	0	27.3	0	3	0	18	3		
2	28	0	3	0	20.8	1	3	0	27		3	
3	28.3	0	3	0	25	0	3	0	19	1	3	
4	30.3	0	3	0	27.3	0	3	0	25	1	2	
5	29.3	0	3	0	21.8	1	3	0	24	1	2	
6	30.7	0	3	0	32	0	3	0	31		3	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The school has an updated emergency plan for fire drills, earthquakes, and basic emergency procedures. Parent and staff surveys indicate that McManus provides a safe and supportive educational environment but that more focus needs to be placed on student safety regarding safe routes to and from school and traffic near campus before and after school. Due to our proximity to major traffic patterns, there is an emphasis on bicycle, pedestrian, and traffic safety.

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 newsletters, parent education events, and personal contacts. Outdoor cameras have been installed to help prevent vandalism during the weekends. 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 several code red drills each year to practice various emergency situations.

Suspensions and Expulsions

Rate	School 2010-11	2011-12	2012-13	District 2010-11	2011-12	2012-13
Suspensions	13.72	3.22	13.79	8.95	4.57	5.77
Expulsions	0	0	0.20	0.59	0.62	0.67

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

McManus Elementary School was built in 1955 with two classrooms, an office and a multipurpose room. It has grown to 31 classrooms, three 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, a school server was installed and 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 repair 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 during the last year.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: October 2013				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[ ]	[X]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rate

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	30	32	32	599
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	97.9	2.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.4	---
Social Worker	0.8	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.9	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2012

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin / A Legacy of Literature – 2002	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math – 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,120.13	$3,659.34	$5,460.79	$50,388.00
District	---	---	$5,648.82	$63,409
Percent Difference: School Site and District	---	---	-3.3	-20.5
State	---	---	$5,537	$68,841
Percent Difference: School Site and State	---	---	-1.4	-26.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

McManus receives the following funding:

- Economic Impact Aid/Limited English Proficient (EIA/LEP) funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- Economic Impact Aid/State Compensatory Education (EIA/SCE) 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 which 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 due to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- 21st Century Grant federal funds and ASES (After School Education and Safety Program state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development 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.

The 21st Century Grant program offers educational enrichment and recreational opportunities for students from 2:30 p.m. until 5:30 p.m. Along with our 21st Century program we offer an academic remedial before- and after-school program for students in grades 1 through 6. We also provide an extended kindergarten day as well as after-school remedial and enrichment programs. The Economic Impact Aide Program provides funds, which are expended for support personnel, including classroom aides, computer and library aides. Other expenditures include staff development and instructional supplies. The school receives federal funds for the Title I program. This program provides support personnel, as well as instructional materials for all students at McManus. Funds are also provided through the Healthy Start grant, a program designed to help serve children, their families, and the community.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,121	$40,933
Mid-Range Teacher Salary	$53,164	$65,087
Highest Teacher Salary	$84,737	$84,436
Average Principal Salary (Elementary)	$89,920	$106,715
Average Principal Salary (Middle)	$97,238	$111,205
Average Principal Salary (High)	$102,804	$120,506
Superintendent Salary	$164,900	$207,812
Percent of Budget for Teacher Salaries	39.8%	39.8%
Percent of Budget for Administrative Salaries	4.5%	5.1%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Our School Site Council budgets money for staff members to participate in staff development programs that meet their specific individual needs for improvement. Teachers have taken classes in RTI (Response to Intervention) to help improve student learning in reading and comprehension. All teachers have been trained in Love and Logic and by the BEST discipline team to keep student behavior positive. All teachers have been trained in Everyday Math, our newly adopted math curriculum. To better meet the needs of second language learners, teachers have been trained in Language Star. All staff, including administration and support staff, participate 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.