

John McManus Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.mcmanus.chicousd.org
County-District-School (CDS) Code	04-61424-6003024

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 388 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 March, 2017, McManus was named a KDS (Knowledge Development Site) through the state MTSS (Multi-Tiered System of Support) initiative. McManus is fortunate to partner with Chico Sunrise Rotary and Grace Community Church. Through these community partnerships, the campus has been able to increase the number of books in our library and provide wonderful family celebrations and fundraisers throughout the year. These connections have also gifted us campus beautification and on-going teacher /staff appreciation throughout the year. In early 2017, McManus received a holistic playground, thanks to support from the Rotary during a Recology-sponsored campus beautification project.

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 89 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 is also fortunate to have the iReady program in both English Language Arts and Math. With the whole child in mind, McManus provides for the emotional needs of students by maintaining one counselor, one Guidance Specialist, 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.

During the COVID Pandemic, McManus continues to support student achievement through a variety of resources. Daily, McManus provides child supervision for targeted populations, including homeless/foster students. All students receive synchronous instruction daily from teachers who use newly-purchased curriculum that is conducive to both online and in-person learning. 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 for lunch bunch via Zoom 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	104
Grade 1	69
Grade 2	65
Grade 3	68
Grade 4	64
Grade 5	60
Total Enrollment	430

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.7
Asian	7.4
Filipino	0.2
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	1.9
White	41.2
Two or More Races	6.5
Socioeconomically Disadvantaged	78.4
English Learners	15.1
Students with Disabilities	13.5
Foster Youth	0.5
Homeless	1.4

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	25	25	538
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	49

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010 Wonders- McGraw Hill Education - 2020	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math (K-2 in 2013, 3-6 in 2014) Ready Classroom Mathematics- Curriculum - 2020	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007 Amplify Curriculum - 2020	Yes	0
History-Social Science	Harcourt / Reflections - 2006 Studies Weekly - 2020	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

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	39	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	3.5	3.2	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.70%	3.75%	2.5
Expulsions	0.00%	0.31%	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 Red 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.

To provide for student and staff safety during COVID-19, CUSD has adopted a district-wide AM/PM instruction model that allows for smaller class sizes and additional cleaning measures in between groups. To learn more, visit www.chicousd.org.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	4		20	1	4		25		4	
1	23		3		22		3		22		3	
2	17	1	2		23		3		20	2	1	
3	25		3		28		2		27		2	
4	25		2		25		3		24		2	
5	25		3		27		2		30		2	
Other**	8	1			7	1			14	2	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	430

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,933.24	\$4,549.20	\$8,384.03	\$73,366.00
District	N/A	N/A	\$8,113.54	\$73,366
Percent Difference - School Site and District	N/A	N/A	3.3	0.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	7.9	-14.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,540	\$52,484

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$64,325	\$81,939
Highest Teacher Salary	\$101,243	\$102,383
Average Principal Salary (Elementary)	\$118,409	\$129,392
Average Principal Salary (Middle)	\$116,933	\$136,831
Average Principal Salary (High)	\$123,050	\$147,493
Superintendent Salary	\$229,797	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

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, Nurtured Heart, Language Star, Illuminate, and Hour of Code. Additionally, we have ongoing iReady training. All teachers have been trained in Everyday Math and Treasures 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.