

John McManus Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

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

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 2019-20)

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, such as McManus, in lower income areas 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 campus is comprised of approximately 428 Preschool-5th grade students. The campus has one transitional kindergarten classes as well as two severely handicapped classes. McManus also houses a state-run Preschool and a district Preschool Speech program, as well as two district training rooms which are utilized frequently for professional development sessions. It is the vision of the McManus staff to create a high quality learning environment and culture which creates academic and emotional success for all students. Our mission: The vision of McManus is 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..

McManus provides a before and after school program for our students. McManus operates an ASES grant program starting for one and one-half hour before school and three hours after school. The grant provides reading and math homework support and some tutoring for 89 students on a daily basis. This homework support is also part of the program as well as a variety of enrichment and recreation options. 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 which are housed in classrooms 1st-5th grades. This will make the technology ratio 1:1 on the campus. 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 housing 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.

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 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	69
Grade 2	72
Grade 3	71
Grade 4	66
Grade 5	54
Total Enrollment	426

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.6
Asian	8.9
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	1.4
White	43
Two or More Races	6.1
Socioeconomically Disadvantaged	81.9
English Learners	18.3
Students with Disabilities	12.9
Foster Youth	0.9
Homeless	3.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	26	25	602
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

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	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math (K-2 in 2013, 3-6 in 2014)	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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, 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 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 (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: September 2019

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	31	37	54	56	50	50
Mathematics (grades 3-8 and 11)	23	23	44	43	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	187	100.00	0.00	36.90
Male	88	88	100.00	0.00	30.68
Female	99	99	100.00	0.00	42.42
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	14	14	100.00	0.00	50.00
Filipino					
Hispanic or Latino	65	65	100.00	0.00	26.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	89	100.00	0.00	46.07
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	168	168	100.00	0.00	36.31
English Learners	46	46	100.00	0.00	28.26
Students with Disabilities	32	32	100.00	0.00	21.88
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	186	99.47	0.53	23.12
Male	88	87	98.86	1.14	20.69
Female	99	99	100.00	0.00	25.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	21.43
Filipino					
Hispanic or Latino	65	65	100.00	0.00	16.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	88	98.88	1.12	29.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	168	167	99.40	0.60	22.16
English Learners	46	46	100.00	0.00	17.39
Students with Disabilities	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	15.8	14.0	7.0

Note: 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.

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 2019-20)

McManus parents are highly encouraged to become involved in their child's education by becoming involved in a variety of activities at school. These opportunities range 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 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, a Facebook and Twitter site, a 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. 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.2	3.5	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The 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 to 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

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	23		4		20	1	4		20	1	4	
1	22		3		23		3		22		3	
2	25		2		17	1	2		23		3	
3	20	1	2		25		3		28		2	
4	25		3		25		2		25		3	
5	22	1	2		25		3		27		2	
Other**	9	1			8	1			7	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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	852.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,893.61	\$4,021.85	\$7,871.76	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	1.5	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	9.9	-16.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

McManus receives the following funding:

- LCAP 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.
- 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 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 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 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 ASES program offers educational enrichment and recreational opportunities for students from 2:30 p.m. until 5:30 p.m. We also provide an extended kindergarten day as well as after-school remedial and enrichment programs. LCAP 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,116	\$51,374
Mid-Range Teacher Salary	\$60,128	\$80,151
Highest Teacher Salary	\$94,637	\$100,143
Average Principal Salary (Elementary)	\$104,769	\$126,896
Average Principal Salary (Middle)	\$108,465	\$133,668
Average Principal Salary (High)	\$113,511	\$143,746
Superintendent Salary	\$214,172	\$245,810

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	5%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 on-going staff development in many areas. These include technology (Google/Chromebooks), PBIS, Guided Reading, Nurtured Heart, Language Star, Illuminate, and Hour of Code. Additionally, we have on-going iReady training. All teachers have been trained in Everyday Math and Treasures English Language Arts. To better meet the needs of second 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.