

John McManus Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	Kristine Keene
E-mail Address	kkeene@chicousd.org
Web Site	
CDS Code	04-61424-6003024

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

School Description and Mission Statement (Most Recent Year)

John McManus Elementary School is located on the north side of Chico. McManus encompasses 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 520 TK-6 grade students. The campus also has two transitional kindergarten classes as well as two severely handicapped classes. 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 before- and after-school program for our students. McManus operates an 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 85 students on a daily basis. Homework support is also part of the program as well as a variety of enrichment and recreation options.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	75
Grade 1	73
Grade 2	51
Grade 3	70
Grade 4	75
Grade 5	72
Grade 6	65
Total Enrollment	481

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	2.9
Asian	13.1
Filipino	0.0
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.8
White	38.9
Two or More Races	5.6
Socioeconomically Disadvantaged	84.4
English Learners	26.8
Students with Disabilities	10.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	29	28	590
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.59	0.41
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	98.96	1.04

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

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	McMillan/McGraw-Hill - CA Treasures - 2010	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

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 during the last year. Additionally, McManus was the first school in Chico Unified School District to pass the annual Fire Inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
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]	[]	Repair faucet in room 19. (WO Ticket #24404).
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	52	48	45	68	67	68	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68
All Student at the School	45
Male	52
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	
White	70
Two or More Races	
Socioeconomically Disadvantaged	41
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science				59	56	58	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	2	1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	-5
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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	26.1	15.9

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 at 530-891-3128 for more information.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	8.0	8.2	6.0	6.1	6.4	5.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.5	0.3	0.3	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

The school has an updated emergency plan for fire drills, earthquakes, and basic emergency procedures. 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. 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27	0	2	0	26		3		19	3	1	
1	27.3	0	3	0	18	3			24		3	
2	20.8	1	3	0	27		3		26		2	
3	25	0	3	0	19	1	3		23		3	
4	27.3	0	3	0	25	1	2		25		3	
5	21.8	1	3	0	24	1	2		18	2	2	
6	32	0	3	0	31		3		22	1	2	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.5125	---
Psychologist	0.4	---
Social Worker	1.0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.6	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,620.60	\$3,327.54	\$5,293.05	\$63,298.00
District	---	---	\$5,641.63	\$63,298
Percent Difference: School Site and District	---	---	-6.2	0.0
State	---	---	\$4,690	\$69,360
Percent Difference: School Site and State	---	---	12.9	-8.7

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,318
Mid-Range Teacher Salary	\$53,749	\$65,615
Highest Teacher Salary	\$85,671	\$84,981
Average Principal Salary (Elementary)	\$89,920	\$107,624
Average Principal Salary (Middle)	\$97,238	\$112,817
Average Principal Salary (High)	\$102,804	\$121,455
Superintendent Salary	\$164,900	\$206,292
Percent of Budget for Teacher Salaries	39	40
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

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.

CUSD teachers have on-going offerings for professional development this year. These range from Language Star implementation, to grade level writing, to guided reading. These professional developments are typically offered as a three-part series for one hour each. Additionally, these professional development opportunities reflect the Common Core State Standards.