

John McManus Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <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., 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	John McManus Elementary School
Street	988 East Ave.
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3128
Principal	Kristine Keene
E-mail Address	kkeene@chicousd.org
Web Site	www.mcmanus.chicousd.org
Grades Served	K-6
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 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. Many students on the McManus campus are eligible for the free/ reduced lunch program. 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 520 TK-6 grade students. The campus has two transitional kindergarten classes as well as two severely handicapped classes. McManus also houses a district Preschool Speech program as well as a district training room which is 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 mission of McManus is for our students to be in a safe, respectful, and responsible learning environment and culture with high academic and behavior expectations. McManus will ensure a safe place where learning is established and that all students, families, and staff are respected. 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 throughout the year. These connections have also gifted us campus beautification and on-going teacher /staff appreciation throughout the year.

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 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. Additionally, McManus offers AM and PM tutoring in Math and English Language Arts for students in 1st-6th grades. For Kindergartners, McManus offers an extended-day program with a one-hour after-school program free of charge for students and families. By January, 2016, McManus will have a total of 12 Chromebook carts which will be housed in classrooms 2nd-6th grade. This will make the technology ration 1:1 on the campus. To round out the campus program, McManus provides for the emotional needs of students by housing three counselors on staff. These counselors support students each day of the week in individual and group counseling sessions, classroom presentations, and support on the playground. McManus is a recipient of the PBIS (Positive-Based Intervention System). It is currently in year 2 of the grant's three year implementation.

)

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	107
Grade 1	57
Grade 2	71
Grade 3	61
Grade 4	73
Grade 5	76
Grade 6	76
Total Enrollment	521

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	2.5
Asian	11.1
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.6
White	42.4
Two or More Races	4.6
Socioeconomically Disadvantaged	81.6
English Learners	23.4
Students with Disabilities	10.9
Foster Youth	1.7

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	28	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	98.4	1.6
High-Poverty Schools in District	97.7	2.3
Low-Poverty Schools in District	99.1	1.0

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 2015-16)

Year and month in which data were collected: September 2015

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 (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
Science Laboratory Equipment (grades 9-12)			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. 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: September 2015				
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		Girls main bathroom is leaking (WO #37152)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Exterior paint is chipping near entry door Rm 13 (WO #37149). Potential trip hazard near play box (WO #37150). Old metal play equipment needs replaced (WO #37151).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	36	48	44
Mathematics	21	41	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	58	95.1	29	28	28	16
	4	66	64	97.0	41	27	25	8
	5	74	68	91.9	34	31	24	12
	6	77	76	98.7	21	43	32	4
Male	3		28	45.9	43	11	29	18
	4		36	54.5	47	25	19	8
	5		32	43.2	50	22	19	9
	6		34	44.2	29	44	26	0
Female	3		30	49.2	17	43	27	13
	4		28	42.4	32	29	32	7
	5		36	48.6	19	39	28	14
	6		42	54.5	14	43	36	7
Black or African American	3		1	1.6	--	--	--	--
	4		1	1.5	--	--	--	--
	5		3	4.1	--	--	--	--
	6		6	7.8	--	--	--	--
American Indian or Alaska Native	3		3	4.9	--	--	--	--
	4		2	3.0	--	--	--	--
	5		3	4.1	--	--	--	--
	6		1	1.3	--	--	--	--
Asian	3		6	9.8	--	--	--	--
	4		6	9.1	--	--	--	--
	5		11	14.9	36	45	9	9
	6		11	14.3	36	36	27	0
Hispanic or Latino	3		23	37.7	26	30	39	4
	4		26	39.4	50	27	19	4
	5		27	36.5	30	30	26	15
	6		22	28.6	14	45	41	0
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	1.3	--	--	--	--
White	3		23	37.7	22	26	22	30
	4		25	37.9	36	24	28	12
	5		22	29.7	32	23	36	9
	6		35	45.5	14	46	31	9
Two or More Races	3		2	3.3	--	--	--	--
	4		4	6.1	--	--	--	--
	5		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		47	77.0	32	30	23	15
	4		49	74.2	49	20	27	4
	5		56	75.7	34	34	21	11
	6		64	83.1	22	47	30	2
English Learners	3		13	21.3	54	46	0	0
	4		14	21.2	71	14	14	0
	5		16	21.6	56	38	6	0
	6		13	16.9	38	54	8	0
Students with Disabilities	3		5	8.2	--	--	--	--
	4		3	4.5	--	--	--	--
	5		5	6.8	--	--	--	--
	6		10	13.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	58	95.1	43	40	14	3
	4	66	65	98.5	46	29	22	3
	5	74	68	91.9	34	40	15	12
	6	77	77	100.0	42	43	9	6
Male	3		28	45.9	32	46	18	4
	4		36	54.5	44	25	28	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		32	43.2	34	41	13	13
	6		35	45.5	46	34	11	9
Female	3		30	49.2	53	33	10	3
	4		29	43.9	48	34	14	3
	5		36	48.6	33	39	17	11
	6		42	54.5	38	50	7	5
Black or African American	3		1	1.6	--	--	--	--
	4		1	1.5	--	--	--	--
	5		3	4.1	--	--	--	--
	6		6	7.8	--	--	--	--
American Indian or Alaska Native	3		3	4.9	--	--	--	--
	4		2	3.0	--	--	--	--
	5		3	4.1	--	--	--	--
	6		1	1.3	--	--	--	--
Asian	3		6	9.8	--	--	--	--
	4		6	9.1	--	--	--	--
	5		11	14.9	27	45	18	9
	6		11	14.3	64	18	18	0
Hispanic or Latino	3		23	37.7	43	39	13	4
	4		27	40.9	44	26	30	0
	5		27	36.5	41	37	15	7
	6		23	29.9	39	48	4	9
Native Hawaiian or Pacific Islander	5		1	1.4	--	--	--	--
	6		1	1.3	--	--	--	--
White	3		23	37.7	30	48	17	4
	4		25	37.9	48	32	12	8
	5		22	29.7	23	50	5	23
	6		35	45.5	31	51	9	9
Two or More Races	3		2	3.3	--	--	--	--
	4		4	6.1	--	--	--	--
	5		1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		47	77.0	45	36	15	4
	4		50	75.8	50	30	20	0
	5		56	75.7	36	39	14	11
	6		65	84.4	46	38	11	5
English Learners	3		13	21.3	85	15	0	0
	4		15	22.7	67	20	13	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		16	21.6	56	38	6	0
	6		14	18.2	86	0	7	7
Students with Disabilities	3		5	8.2	--	--	--	--
	4		3	4.5	--	--	--	--
	5		5	6.8	--	--	--	--
	6		10	13.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	44	43	66	67	64	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64
All Students at the School	43
Male	53
Female	36
Black or African American	--
American Indian or Alaska Native	--
Asian	18
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	66
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	38
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.60	20.80	9.70

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)

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 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. PTA is planning on hosting a Parent Volunteer Tea this 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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.16	5.95	0.34	6.43	5.36	3.44	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.31	0.28	0.25	0.13	0.10	0.09

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 four code red drills each year to practice various emergency situations. This year, McManus will add the Catapult System in to our Code Red Emergency Procedures.

Our School Safety Plan was updated this year and shared with staff in September. Our School Site Council reviewed the Safety Plan on September 24, 2015.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	26		3		19	3	1		20	2	4	
1	18	3			24		3		24		2	
2	27		3		26		2		23		3	
3	24		3		23		3		30		2	
4	30		2		25		3		23		3	
5	28		3		19	1	2		29		2	
6	31		3		27		3		29		3	
Other									11	1		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5125	N/A
Psychologist	0.4	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	0.625	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,084.77	\$3,019.67	\$6,065.11	\$62,700.00
District	N/A	N/A	\$6,351.27	\$62,700
Percent Difference: School Site and District	N/A	N/A	-4.5	0.0
State	N/A	N/A	\$5,348	\$71,529
Percent Difference: School Site and State	N/A	N/A	13.4	-12.3

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

Types of Services Funded (Fiscal Year 2014-15)

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.
- * 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. 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$43,062
Mid-Range Teacher Salary	\$53,749	\$67,927
Highest Teacher Salary	\$85,671	\$87,811
Average Principal Salary (Elementary)	\$90,079	\$110,136
Average Principal Salary (Middle)	\$102,761	\$115,946
Average Principal Salary (High)	\$101,472	\$124,865
Superintendent Salary	\$170,000	\$211,869
Percent of Budget for Teacher Salaries	38%	39%
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 (Most Recent Three Years)

District LCAP budgets money 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, De-Escalation, and Hour of Code. Additionally, we will have iReady training as we bring that program onto our campus. All teachers have been trained in Everyday Math and Treasures English Language Arts. To better meet the needs of second language learners, 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.