

# Chapman Heights 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	Chapman Heights Elementary School
Street	33692 Cramer Road
City, State, Zip	Yucaipa, CA 92399
Phone Number	(909) 790-8080
Principal	Andy Anderson
Email Address	andy_anderson@ycjUSD.us
Website	<a href="http://ches.yucaipaschools.com/">http://ches.yucaipaschools.com/</a>
County-District-School (CDS) Code	36-67959-0117416

Entity	Contact Information
<b>District Name</b>	Yucaipa-Calimesa Joint Unified School District
<b>Phone Number</b>	(909) 797-0174
<b>Superintendent</b>	Cali Binks
<b>Email Address</b>	cali_binks@ycjUSD.us
<b>Website</b>	www.yucaipaschools.com

## School Description and Mission Statement (School Year 2019-20)

### SCHOOL MISSION, VISION and MOTTO

The staff of Chapman Heights Elementary accepts the responsibility to work together, learn together and grow together. This teamwork and collaborative culture is the foundation for the positive learning environment we wish to sustain at our school. Beyond the high expectations we hold for all students, we will implement comprehensive systems to monitor our student's progress and provide extra instruction and support as needed. This will be accomplished by frequently screening and monitoring our students' learning and behavior data, identifying weaknesses or concerns, providing additional support and instruction to move students to proficiency, and to communicate with and involve parents in the decisions we are making about their student's learning and progress. As a school community we will strive to help our students grow and develop academically and emotionally by emphasizing Six Charger Character Traits inside and outside of the classroom. Our Charger Traits are: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our school motto is, "Together We Can". Each week CHES teachers recognize students at our Huge Undertakings Great Successes (HUGS) assemblies for exhibiting qualities of excellent character. Our school will continue to use Positive Behavioral Interventions and Supports (PBIS) strategies in order to address the holistic needs of our students, to provide a safe school campus and to further support and increase the number of our students school-wide and in subgroups prepared to meet grade level core standards, CAASPP performance targets, and the confidence and resiliency needed for 21st Century Learning Skills.

Chapman Heights Elementary is a safe, neighborhood school that has approximately 800 enrolled pupils. The campus itself sits on approximately 12 acres of land nestled next to the Crafton Hills foothills. The school has eight permanent structure buildings containing classrooms, an administration building, a multipurpose room, a library, computer lab, kitchen, common teacher work areas, and various auxiliary offices for school support staff. Chapman Heights, which operates on a traditional calendar, educates students in grades transitional kindergarten through fifth grade (fourth through sixth grade in our SAI separate class). Approximately 43% of Chapman Heights' students receive benefits of the Free and Reduced Lunch Program. Currently, there are approximately 50 Chapman Heights students that are designated as English Learners. All Chapman Heights classroom teachers have state certification in instructing ELL students through training and coursework in CLAD, SDAIE, SB 1969, or AB 2913. CHES also has one part time EL Aide who supports students' literacy and accessing the core curriculum.

Chapman Heights Elementary provides Special Education Program services that supports students with an Individual Educational Program (IEP) for Specialized Academic Instruction (SAI), Language Speech and Hearing services, a separate class for Kindergarten and 1st grade students with Mild to Moderate handicapping conditions, a separate class for 4th - 6th grade students with Moderate to Severe handicapping conditions, and other identifications determined by a student's IEP. SAI services are provided by a credentialed special education teacher, a part-time special education teacher, a full-time special education instructional aide and a part-time special education aide. SAI instructional support, re-teaching, and IEP case management may be provided in a pull-out delivery model, during daily differentiated instruction blocks of time, and/or by mainstream inclusion and consultation with classroom teachers. There are approximately 30 CHES students being served with SAI pull-out services. Chapman Heights students with an IEP for speech or language therapy will receive support services at school from one of our two Speech and Language Pathologists (SLP) and SLP aide. These students meet with an LSH Therapist and/or aide at school for therapy sessions according to the parameters of each student's IEP. There are approximately 60 CHES students receiving speech services designated by their IEP.

Chapman Heights has students that have qualified for and have met the district's requirements for Gifted and Talented Education (GATE). GATE testing is provided annually by permission to students in grades 4th and 5th. GATE students as well as non GATE students are supported by a variety of enrichment opportunities and support systems at school that include differentiated instruction and assignments, Robotics Club, PTSA, Kiwanis K-Kids Club, Science Fair, Yearbook Club, Run Club, Yoga Club, Odyssey of the Mind, Dance Club, Good News Club and educational field trips and assemblies.

CHES students attended class on a traditional school calendar for 180 days for the 2018-19 school year. Students in transitional kindergarten and kindergarten attended for 200 minutes daily each school day. Students in grades 1-3 attended for 290 minutes on regular school days and for 200 minutes on 19 minimum school days. Students in grades 4-6 attend for 315 minutes on regular school days, and for 200 minutes on 19 minimum days. For 2018-19, minimum school days were held on Back to School Night (1), end of trimester assessment days (6), during Parent/Teacher Conference Week (5), on Teacher Collaboration Days (6), and on the last day of school (1).

### **A Message from the Superintendent**

Dear Yucaipa-Calimesa Community, Parents and Students:

YCUUSD is honored to serve students in two wonderful communities. We, as a team, continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. The school sites have a variety of clubs and programs to suit student interests and all our elementary schools have an after school care program. We strive to provide a wide variety of high quality services and programs in a safe environment.

As you become a partner of the YCUUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey. We have the Family Learning Center which offers a host of classes that support parents in learning strategies to work with children in grades K-12. Please take an opportunity to view the website to learn more about the classes.

The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!

This school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	143
Grade 1	105
Grade 2	141
Grade 3	107
Grade 4	127
Grade 5	120
Grade 6	3
Total Enrollment	746

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.8
Asian	2.1
Filipino	0.8
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.1
White	51.7
Two or More Races	0.3
Socioeconomically Disadvantaged	37.7
English Learners	6
Students with Disabilities	13.3
Foster Youth	0.3
Homeless	2.1

## 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	33	35		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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:** October 2019

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on October 1, 2019, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. The district determined that there are also sufficient visual and performing arts materials.

All students, including Special Education and English Learner students, have access to adopted instructional materials in core subjects. These materials are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

Instructional materials in all subjects were approved by the Board of Education. Although the Board-adopted instructional materials in Mathematics are not on the State Board of Education list, the materials were recommended by an adoption committee of staff and community members following extensive research on the alignment of the materials to California State Content Standards and Frameworks, and a pilot of the materials to study their positive impact on the children we serve. The district has not yet adopted instructional materials in History-Social Science in the time since the State Board approved History-Social Science programs in November, 2017. The district is collaborating with community stakeholder groups to determine the most appropriate materials for implementing the state standards and framework in History-Social Science.

Chapman Heights Elementary continues to develop an excellent library that currently houses nearly 6,000 titles, not counting textbooks, leveled readers, and teacher material available in an adjoining book room. The collection includes library bound books, paperbacks, big books, picture books, DVDs, as well as reference and professional materials. The library is staffed by a 15 hours-per-week library technician, and all classes in grades kindergarten through six visit the library every other week. A wide range of picture books are regularly read to students in primary grades and upper grades access books for recreational reading and for research. Two computer stations enable the students to access the collection through an online catalog system called InfoCentre, and Internet service is available for additional research. Students and parents may also search the school library's collection from their home computers via the school web site.

The following chart shows the most recent textbook adoptions at Chapman Heights Elementary School.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: Reach for Reading, National Geographic/Cengage (Adopted 2017)	Yes	0
<b>Mathematics</b>	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012, from most recent adoption) K-5: Engage NY (Adopted 2016, not from most recent adoption)	No	0
<b>Science</b>	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008)	Yes	0
<b>History-Social Science</b>	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Vistas, MacMillan/McGraw Hill (Adoped in 2007)	No	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

### FACILITIES MAINTENANCE

Chapman Heights Elementary School (CHES) provides a clean, safe environment for students, staff, and volunteers. The school is situated on a 12 acre site. CHES has 34 classrooms, a multipurpose room, kitchen, computer lab, and a library. The site principal meets monthly with a manager from the District Maintenance Department to review site work orders and assure that the site facilities are maintained adequately. A campus visitor monitoring system was added in 2018 to further improve security conditions.

The following table shows the result of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. The district uses a work order process to insure efficient service and the highest priority to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

### CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the AM and PM custodial staff to develop cleaning schedules to ensure a clean and safe school.

### 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:** 10/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Room B1: Stained tiles - workroom Room C6: Tear in carpet Room D1: Stained tile Room D4: Stained tiles Room E4: Stained ceiling tile Room G1: Stained ceiling tile Room G2: Counter top trim coming off
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Room E5: Damaged defuser Room G1: One bad light MPR: Mic jack on outside stage Computer Lab: Trim on computer tables
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	50	44	52	52	50	50
<b>Mathematics (grades 3-8 and 11)</b>	45	39	39	41	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	350	346	98.86	1.14	44.22
Male	197	195	98.98	1.02	35.90
Female	153	151	98.69	1.31	54.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30	0.70	31.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	182	98.91	1.09	52.20
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	144	143	99.31	0.69	29.37
English Learners	22	22	100.00	0.00	13.64
Students with Disabilities	53	50	94.34	5.66	26.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67

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	350	345	98.57	1.43	39.13
Male	197	194	98.48	1.52	40.21
Female	153	151	98.69	1.31	37.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	141	99.30	0.70	24.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	184	181	98.37	1.63	48.07
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	144	142	98.61	1.39	21.83
English Learners	22	22	100.00	0.00	18.18
Students with Disabilities	53	49	92.45	7.55	20.41
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00

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	16.5	21.5	55.4

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)

Parents continue to play a significant role in establishing and improving the traditions and practices we have started at CHES. Our Parent Teacher Student Association (PTSA) has been a tremendous resource for our students and teachers as they have assisted with and sponsored countless school events from August 2008 through June of 2019.

School staff and PTSA have worked together and provided a family event called, "Chill Out with the Chargers" prior to the opening of school. Parents and students have the opportunity to visit the CHES campus, meet teachers, play on the playground, and enjoy ice cream and popsicles. During the first month of school parent volunteer meetings are held and information is shared about all the opportunities that are available throughout the school year to help in and outside the classroom. Huge Undertakings Great Success (HUGS) assemblies were established when CHES opened in 2008 and are held each Friday morning at the start of the school day in order to praise and recognize students, school staff, and parent volunteers for their work, effort and successes at Chapman Heights. HUGS assemblies and HUGS certificates are specifically to celebrate individuals on our campus whose behaviors represent one or more of the Six Character Count Traits. As a result of the tremendous efforts and energy of our PTSA, school staff members, and some amazing parent volunteers, there were dozens of opportunities for parents to attend and/or participate in school activities. Some of the parent involvement activities over these past eight years included:

- PTSA membership drives
- Kindergarten Orientation Welcome
- "Charger Chill-Out" Ice Cream Social
- Back to School Night
- Parent Volunteer Meetings
- PTSA Walk-a-Thon
- "Make a Difference Day"
- Operation School Bell
- CHES Flu Clinic
- School Site Council
- School Advisory Committee
- English Language Advisory Council
- School Picture Days
- Family Nights

- Robotics Club
- Odyssey of the Mind
- K-Kids Service Club
- CHES Run Club
- Yoga Clubs
- Red Ribbon Week activities
- Fall and Spring Book Fairs
- "Muffins for Moms and Doughnuts for Dads"
- Winter Musicals
- Family Spring Dance
- Spring Sing Festival
- Angel Tree gift giving
- The CHES Talent Show
- HUGS Assemblies
- Room Parent Volunteers
- Classroom Performances
- Educational Field Trips
- Earth Day Week and Earth Day projects
- Yo Leonardo Performances
- Character Matters Performances
- Parent/ Teacher Conferences
- Attendance Awards
- Volunteer Dessert
- Teacher Appreciation Week
- End of Year Recognition/ Celebrations

### 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
<b>Suspensions</b>	1.3	0.4	0.5	3.1	3.2	3.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Chapman Heights Elementary School Safety Plan is updated annually in July, August, and September, discussed with staff at staff meetings in August, September and/or October, and includes evacuation, student supervision, and emergency team descriptions and duties. Each month, school-wide safety drills are conducted and documented during school hours. Drills practiced include exercises for fire, earthquake, and lockdown emergencies. Annually, CHES participates in the Great American Shake-Out exercise in the middle of October. The CHES campus classroom exterior doors and gates remain locked during school hours for an additional measure of safety. School ingress and exit points are monitored by school staff before school and at dismissal. All adult volunteers working with and around CHES students at anytime during the school year must be cleared through the Megan's Law background checks annually. Visitors to our campus must sign-in at our Administration Building and display a visitor ID badge while they are on campus. In addition, all site staff members are expected to wear and display District issued identification during normal work hours.

## 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	6		22	1	6		24		6	
1	24		3		24		5		23		4	
2	24		5		25		4		23		6	
3	24		5		20	1	6		25		5	
4	32		3	1	31		3	1	24	1	4	
5	33		1	3	34			4	30		4	
6	11	1			8	1						
Other**	18	1	1						7	2		

\*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*	1865.0

\*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

\*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.

#### 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	6,368	636	5,732	82,428.00
District	N/A	N/A	6715	\$84,535.00
Percent Difference - School Site and District	N/A	N/A	-15.8	-2.5
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-26.8	5.4

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)

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2017-2018 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

- Title I-A and I-D
- Title II-A
- Title III LEP
- Title III A Immigrant
- Perkins Grant
- ASES Grant
- LCAP

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,042	\$49,084
Mid-Range Teacher Salary	\$80,738	\$76,091
Highest Teacher Salary	\$103,074	\$95,728
Average Principal Salary (Elementary)	\$130,333	\$118,990

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$137,378	\$125,674
Average Principal Salary (High)	\$145,474	\$137,589
Superintendent Salary	\$216,526	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	4%	6%

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	170	141	95

The district offers staff development annually where administration, certificated staff and classified staff members are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, methodologies and various other areas. Staff development topics are developed through needs identified by staff surveys and current research. In 2016-17, the district offered 101 opportunities; in 2017-2018, the district offered 196 opportunities; in 2018-2019, the district is offering 105 opportunities for staff development, professional growth and trainings.