

Chapman 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 Elementary School
Street	1071 E. 16th St.
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3100
Principal	Mike Allen
Email Address	MAllen@chicousd.org
Website	http://www.chicousd.org
County-District-School (CDS) Code	04-61424-6002968

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)

Chapman Elementary school serves families in the southeast of Chico, CA. Chapman Town (named after emigrant Augustus Chapman) comprises nearly 138 acres and 1,300 residents who will be fully annexed into the city of Chico by 2020. It is a working class neighborhood, surrounded by a community center, large city park, and shopping nearby.

Chapman Elementary School's mission is to ensure the academic, emotional, and social success for every student in a safe, responsible, respectful, and scholarly learning environment. Adults and children of all ages, cultures, and life experiences are welcomed, respected, involved, and valued on the campus. Our school community will foster these attributes by utilizing a wide variety of resources and strategies such as:

- Positive Behavior Intervention and Supports
- Language Star-English Language Development Program
- Title 1 Reading groups
- Guidance Specialist/Psychologist/Counselor
- Before and After school tutoring
- Before and After school program
- Physical Education, Fine Arts, and Music programs
- A Learning Center

Chapman will provide a safe, educational community with consistent collaboration to meet our goals. Chapman students will be self-directed, life-long learners working towards their highest academic potential while taking responsibility for their role in an ever-changing world.

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

Grade Level	Number of Students
Kindergarten	78
Grade 1	50
Grade 2	47
Grade 3	66
Grade 4	39
Grade 5	50
Total Enrollment	330

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.5
Asian	8.8
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.6
White	39.4
Two or More Races	9.4
Socioeconomically Disadvantaged	80.9
English Learners	11.2
Students with Disabilities	20
Foster Youth	1.5
Homeless	6.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	18	20	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: October 2018

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 and aligned to the newly adopted California Common Core State Standards (CCSS). 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 - 2009 (Revised: 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		

School Facility Conditions and Planned Improvements (Most Recent Year)

The original Chapman School was built in 1953. In 1989 this section of the school was remodeled with state reconstruction funds. As enrollment increased over the years, the school expanded from the original ten classrooms to its current size of twenty-one classrooms. Since 1986 there have been ten relocatable classrooms erected on the campus. During the 1994-95 school year three relocatable rooms were added to house the Healthy Start, Even Start and Head Start Programs. These classrooms have since been converted into a State Preschool and Special Education classrooms. Cleaning the common areas of the school takes place on a daily basis. Classrooms are also cleaned on a daily basis. Routine maintenance and safety checks take place daily. New asphalt was poured during the summer of 2015. New playgrounds for both TK/Kindergarten yard and 1-5 grade yard were installed during the 16-17 school year. 14 new air conditioning units were installed and the holes in the asphalt between the two main buildings were fixed and landscaped last year. Chapman received an exemplary status on the 18/19 Facility Inspection Tool. A Charter school moved onto the Chapman campus at the beginning of the 16/17 school year. The Charter school occupies nine classrooms on campus.

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	
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)	22	26	54	56	50	50
Mathematics (grades 3-8 and 11)	24	16	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	142	141	99.30	0.70	25.53
Male	72	72	100.00	0.00	26.39
Female	70	69	98.57	1.43	24.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	8.33
Filipino					
Hispanic or Latino	53	53	100.00	0.00	26.42
Native Hawaiian or Pacific Islander					
White	58	57	98.28	1.72	26.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	125	99.21	0.79	25.60
English Learners	27	27	100.00	0.00	14.81
Students with Disabilities	30	30	100.00	0.00	13.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	12.50

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	142	140	98.59	1.41	16.43
Male	72	72	100.00	0.00	18.06
Female	70	68	97.14	2.86	14.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	8.33
Filipino					
Hispanic or Latino	53	53	100.00	0.00	15.09
Native Hawaiian or Pacific Islander					
White	58	57	98.28	1.72	15.79
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	126	124	98.41	1.59	16.13
English Learners	27	27	100.00	0.00	14.81
Students with Disabilities	30	30	100.00	0.00	3.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	6.25

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			

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)

Chapman Elementary School invites parents to join the Parent Teacher Association (PTA), participate on our School Site Council (SSC), Title I meetings and on our English Language Advisory Committee (ELAC). Chapman Elementary also holds a Meet the Principal meeting called Cat Chats the first Friday of every month. Parents and their students are also able to attend Back to School Night, Open House, and Books and Blanket nights. Volunteering to assist in the classroom or chaperoning on a field trip is always needed and requested. Chapman teachers communicate regularly with parents in an effort to keep parents informed and involved. The school utilizes Twitter, Facebook, Instagram, Peachjar as well as AERIES Communication to keep parents informed. Please contact the main office or the Principal, Mike Allen, at 530-891-3100 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	0.8	0.3	0.8	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)

Chapman Elementary School staff strives to provide a safe learning environment for all students, staff and parents. The school buildings are maintained and free of physical hazards. Yard supervisors, custodians, office personnel and teachers have access to phones or two-way radio communication at all times. Staff members participate in on-going training in disaster preparedness. The School Safety plan is updated annually, shared with staff, and approved by the School Site Council in accordance with Senate Bill 187. Key components of our School Safety Plan include: traumatic incidents, imminent danger procedure, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion. There is a color coded safety plan and procedures list located in each classroom. Chapman staff and students regularly practice fire and earthquake drills and Code Red lock-down procedures. Chapman school provides student supervision before and after school. All visitors must check in at the office when on our campus and obtain a visitor badge. Security lights and cameras have been updated and allow for better monitoring of the campus. The entire campus is fenced in and the gates are locked during school hours. Any person entering the campus, without a key, is forced to go through the main hallway.

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	22	1	2		23		3		26	1	2	
1	25		2		26		1		24		2	
2	25		1		28		2		27		1	
3	26		2		25		2		26		3	
4	25		2		14	1	1		28		1	
5	27		2		28		2		30		2	
Other**	8	2			9	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*	330.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	1.0

*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	\$14,287.41	\$6,053.43	\$8,233.98	\$68,670.00
District	N/A	N/A	\$7,753.31	\$68,670.00
Percent Difference - School Site and District	N/A	N/A	6.0	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	19.3	-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)

Chapman Elementary School receives the following funding:

- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide support with academic achievement. The following are examples of services provided:
 - Reading intervention groups
 - Language Star-language development
 - Before and After school tutoring
 - Counseling
- 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.
- Local Control Accountability Plan funds (LCAP): Chico Unified has selected five goals to support students and families. Funding is utilized following these five goals.

Goal #1: Quality Teachers, Materials, and Facilities

Goal #2: Fully Align Curriculum and Assessment with State Standards

Goal #3: Support High Levels of Student Achievement in a Broad Range of Courses

Goal #4: Provide Opportunities for Meaningful Parent Involvement and Input.

Goal #5: Improve School Climate

- 21st Century Grant federal funds and ASES (After School Education and Safety) these funds support both before-and after-school care for students. Providing academic, enrichment and recreational activities for 1st-5th grade students.

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
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	6	6	6

Chapman Elementary professional development opportunities and curriculum improvement training's are provided on a continuous basis using monies from Title I, Title II and Local control funding. Learning occurs both from site and district priorities. Some examples of professional development include:

- Monthly Chapman staff meetings which include components from PBIS (positive behavior interventions and supports), trauma, review of site assessment data, and Language Star
- Quarterly district collaboration as grade levels focused on improvement of Professional Learning Communities and analysis of student data
- Ongoing monthly Chico Unified School District focused staff development on Google classrooms, Close Reading, Illuminate assessment data system, trauma
- Chapman has regular grade level collaboration time provided bi-weekly following the professional learning community (PLC) model.
- Focused TOSAs (Teacher on Special Assignment) offer support in data analysis, Illuminate support, Treasures curriculum training
- Language Star coaches are utilized to facilitate continuing education and support for Language Star teachers