Chapman Hills 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 Hills Elementary School
Street	170 N. Aspen Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 532-8043
Principal	Jana Saenz
Email Address	jsaenz@orangeusd.org
Website	http://www.orangeusd.org/chapman_hills/index.asp
County-District-School (CDS) Code	30-66621-6107767

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about the Orange Unified School District is also provided.

It is my pleasure to share the School Accountability Report Card for Chapman Hills Elementary School. Chapman Hills Elementary School is one of 27 elementary schools in the Orange Unified School District. Approximately 465 students have enrolled in grades transitional kindergarten through six during the 2019-2020 school year.

The school doors were opened in 1991, located in the residential area of Santiago Hills in East Orange. Our school is proud of its neighborhood feeling, where parents play an integral part in the education of their children. Chapman Hills was named a California Distinguished School for a second time in Spring, 2014. In 2000, Chapman Hills received the honor for the first time.

Chapman Hills Elementary School provides a strong academic focus for our students along with an environment that supports the building of positive behavior and social relationships and individual responsibility. Technology continues to be an integral part of the instructional program and it is used as a tool to improve our academic program. Students' individual needs are a focus at Chapman Hills Elementary School. Each grade level provides instruction in character building focusing on Personal Best using the Pyramid of Success and a strong focus on student and teacher wellness. Our Problem of Practice for the 2019-2020 school year: Is to increase school-wide progress of writing with a strong emphasis of articulation of writing across the grade levels with a focus in editing and long writes.

Vision-At Chapman Hills Elementary every student counts and every moment matters. We have high academic standards and instill the value of Responsibility, Organization, Appropriate Attitudes and Respect. BOBCATS ROAR!

Mission -Chapman Hills Elementary School in partnership with students, families, and community provides all students with a superior education. Through our use of research-based teaching methods and ongoing staff development, it is our pursuit that ALL students will gain the skills, strategies, and the desire necessary for continued learning to prepare them for the 21st century.

Parents are always a welcome part of our instructional program, at school to help to support our program and at home as a support of the daily program. Our very involved PTA partners in supporting our academic program by providing volunteer time, support materials, funding for enhanced technology and numerous academic programs.

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

Grade Level	Number of Students
Kindergarten	86
Grade 1	68
Grade 2	78
Grade 3	73
Grade 4	74
Grade 5	61
Grade 6	53
Total Enrollment	493

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	0.2
Asian	6.9
Filipino	1.8
Hispanic or Latino	37.7
Native Hawaiian or Pacific Islander	0.4
White	42.8
Two or More Races	6.9
Socioeconomically Disadvantaged	22.3
English Learners	7.7
Students with Disabilities	10.1
Homeless	

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	23	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Each year, Facilities and Maintenance complete an inspection report titled Facility Inspection Tool (FIT). There are eight sections on the FIT: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External. Schools can be rated at Good, Fair, or Poor. On the FIT, dated August 2019, seven of the eight sections were ranked as Good and the area of "Interior Surfaces" was marked as Fair. A more detailed inspection of the interior ranked the office, classrooms, stage, and kitchen as Good.

In the area of "fair" for the 2019-2020 school year; work orders were made and all areas were fixed.
BOYS RESTROOM: 1. LIGHT OUT, LIGHT LENS MISSING 2. ROOF ACCESS PANEL LEFT HANGING.
DAY CARE: 1. TRANSITION STRIP MISSING FRONT ENTRANCE CARPETING.
GIRLS RESTROOM: 1. ROOF ACCESS MISSING DOOR.
KITCHEN: 1. PHONE JACK MISSING COVER 2. PAINT CHIPPED OFF WALL IN AREAS, NEEDS PAINTING.
OUTDOOR BOYS RESTROOM: 1. CRACKED INTERIOR LIGHT LENS.
RM 44: 1. COUNTER TOP TRIM HAS BROKEN OFF.

New Paint, Carpet throughout the school, information center, cafeteria, and office was completed over the summer of 2018 and 2019. During this time outdated and unsteady materials such as old bookshelves and our front entry partitions were updated and replaced as well.

New Fire Alarm Panel was installed summer of 2019.

Lighting, HVAC school-wide was updated for the 2016/2017 school year.

As a means to increase student safety and parking lot control the parking lot curbs and student waiting area was repainted for the 2016-2017 school year.

As a continued means of safety student drop off and pick up procedures were updated for the 2017-2018 school year. Chapman Hills also implemented a "closed campus" where students are dropped off and picked up at the gates and all visitors must check-in through the office and be signed in via our "Raptor Visitor Check-in System" and wear a visitor's badge to be 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: August, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	OUTDOOR GIRLS RESTROOM: RM 11: 1. RESTROOM SMELLS OF URINE
Interior: Interior Surfaces	Fair	BOYS RESTROOM: 1. LIGHT OUT, LIGHT LENS MISSING 2. ROOF ACCESS PANEL LEFT HANGING. DAY CARE: 1. TRANSITION STRIP MISSING FRONT ENTRANCE CARPETING. GIRLS RESTROOM: 1. ROOF ACCESS MISSING DOOR. KITCHEN: 1. PHONE JACK MISSING COVER 2. PAINT CHIPPED OFF WALL IN AREAS, NEEDS PAINTING. OUTDOOR BOYS RESTROOM: 1. CRACKED INTERIOR LIGHT LENS. RM 44: 1. COUNTER TOP TRIM HAS BROKEN OFF.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CUSTODIAL CLOSET: 1. CLOSET CLUTTERED, NEEDS CLEANING AND ORGANIZATION DAY CARE: 1. TRANSITION STRIP MISSING FRONT ENTRANCE CARPETING. RM P-2: TEACHERS LOUNGE: 1. FLOORS NOT SWEPT 2. WOMENS RESTROOM MOT CLEANED.
Electrical: Electrical	Good	BOYS RESTROOM: 1. LIGHT OUT, LIGHT LENS MISSING 2. ROOF ACCESS PANEL LEFT HANGING. BOYS RESTROOM: 1. LIGHT OUT. KITCHEN: 1. PHONE JACK MISSING COVER 2. PAINT CHIPPED OFF WALL IN AREAS, NEEDS PAINTING. RM 11: 1. RESTROOM SMELLS OF URINE

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	GIRLS RESTROOM: 1. ROOF ACCESS MISSING DOOR. KITCHEN: 1. PHONE JACK MISSING COVER 2. PAINT CHIPPED OFF WALL IN AREAS, NEEDS PAINTING. MULTI PURPOSE RM: 1. DRINKING FOUNTAIN DIRTY OUTDOOR GIRLS RESTROOM: RM 11: 1. RESTROOM SMELLS OF URINE
Safety: Fire Safety, Hazardous Materials	Good	RM 21: STORAGE RM 124:
Structural: Structural Damage, Roofs	Good	RM 12:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	KINDERGARTEN PLAYGROUND: 1. LOW SPOT IN THE KINDER SAND BOX, NEEDS TO BE LEVELED.
Overall Rating	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
English Language Arts/Literacy (grades 3-8 and 11)	65	67	57	57	50	50
Mathematics (grades 3-8 and 11)	52	57	43	44	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	257	257	100.00	0.00	67.32
Male	127	127	100.00	0.00	61.42
Female	130	130	100.00	0.00	73.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	60.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	109	100.00	0.00	73.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	55.22
English Learners	29	29	100.00	0.00	51.72
Students with Disabilities	25	25	100.00	0.00	32.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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	257	257	100.00	0.00	57.20
Male	127	127	100.00	0.00	58.27
Female	130	130	100.00	0.00	56.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	109	100.00	0.00	61.47
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	49.25
English Learners	29	29	100.00	0.00	44.83
Students with Disabilities	25	25	100.00	0.00	32.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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	22.6	16.1	56.5

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 Hills Elementary School is fortunate to have a tremendously involved parent and community support base. The Parent-Teacher Association (PTA) is an integral part of the overall school program. Many of the programs mentioned in this report would not be in place if it were not for the tireless and constant support of this organization. The PTA uses fund-raisers and volunteer hours to enhance the instructional program at Chapman Hills. Parent volunteers are on campus daily providing classroom help, clerical and project support, field study trips and a variety of other services and academic programs. For additional information pertaining to organized opportunities for parental involvement, please contact the school office.

Chapman Hills Elementary School Site Council (SSC) and English Language Advisory Committee (ELAC), composed of staff and parents, review the school plan (SPSA) and its effectiveness and approves the expenditures of the Local Control Funding Formula provided by the state. Both committees also review the Annual Program Evaluation to make decisions about existing and new programs and expenses. The SSC/ELAC meets at least quarterly and invites all interested parents to attend meetings.

Chapman Hills parents coordinate annual book fairs, 6th-grade Outdoor Education fundraisers, Red Ribbon Week activities, Annual Campouts, Field Day and Carnival. They assist in the library and STEM Lab, with vision and hearing screening and school pictures; they partner with the Principal on Wellness Committees, school directory, and yearbook, etc. Our parents and students participate in our annual Holiday Heroes community outreach project during the holiday season by adopting local foster and adoptive families to support those families in need. We partner with Orange County Social Services and have been the only elementary school in the county to provide this support. During the 2019-2020 school year, Chapman Hills will be able to support a record number of families during the holiday season.

Due to successful fundraisers, the Chapman Hills PTA contributes directly to educational activities and students' curriculum. Profits from these funds support educational programs including enrichment assemblies such as the Imagination Machine, Art Masters, Happiness is NOW assembly and Field Trips. In addition, PTA funds support our student incentive program, purchase library books, classroom materials, technology and much more.

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	0.6	0.0	1.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted on a monthly basis. Campus Lock Down drills are also conducted throughout the year. The office of School and Community Services participates in the planning of such drills to help each school prepare for worst case scenarios. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount importance at Chapman Hills Elementary School. All staff members are assigned to specialized teams including the Command Center, Sweep and Rescue, First Aid, Assembly/Parent Assistance, and Security/Site Operations. These disaster procedures are outlined in detail in the School Site Disaster Plan.

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	27		3		27		3		29		3	
1	28		2		29		2		28		2	
2	28		3		29		3		30		3	
3	30		3		30		2		30		2	
4	32		1	1	30		3		29		3	
5	33		1	1	31		2		31		2	
6	33		1	1	30		2		27		2	
Other**												

*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3

*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	$5079.56	0	$5079.56	$76106.82
District	N/A	N/A	$6616.90	$83,902.00
Percent Difference - School Site and District	N/A	N/A	-26.3	-9.7
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-38.6	-7.9

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)

The following fiscal support was utilized at Chapman Hills during the 2018-2019 school year:
Site Discretionary
Local Control Funding Formula (LCFF)
Lottery
Donation

Chapman Hills provided after-school intervention who were struggling academically and enrichment classes for students for students who needed enrichment/extension activities. We also offered students support with the purchasing of AVID items for all students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,901	$48,612
Mid-Range Teacher Salary	$79,070	$74,676
Highest Teacher Salary	$106,421	$99,791
Average Principal Salary (Elementary)	$129,252	$125,830
Average Principal Salary (Middle)	$131,552	$131,167
Average Principal Salary (High)	$153,039	$144,822
Superintendent Salary	$256,476	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	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	17	17	17

Staff development opportunities were provided through teacher-to-teacher mentoring programs including staff meetings and school-based in-service meetings. District coaches, school facilitators, and in-house (district) experts provide school and district-level staff with curriculum development in identified areas of need. During the 2017-2018 school year, there was professional development provided to all teachers prior to the start of the year. Chapman Hills remained on a Modified Wednesday schedule to allow for professional development and teacher collaboration throughout the year.

During the 2019-2020 school year our focus is on Writing. Professional development has been focused on writing across the content areas. As a staff we have had a strong focus in the are of UDL (universal design for learning). Lastly, this year we focused on Bully Prevention -PBIS to help support our students to have a universal language in the are of character development and how to be an up stander.

During the school year, all staff members participated in Write From the Beginning and Beyond, EnVision, NGSS, STEAM, close reading, technology, and student engagement training. The teachers attended staff development on the continued implementation of CC and other related topics on their Modified Wednesdays. All classrooms integrated Thinking Maps across all areas of the curriculum and included Communication Objectives and Response Frames.
In 2018-2019, there is an emphasis on EnVision Math with the integration of technology, STEM education specifically focusing on our T4T STEM lab, AVID and Technology integration across the curricular areas.

The faculty and staff at Chapman Hills are committed to a program of ongoing professional development. Individual teachers are encouraged to attend at least one professional development training session in identified areas of need or focus in addition to those offered during after school staff development workshops. Teachers are asked to share the knowledge they have gained with their grade-level partners. Team teaching throughout the school ensures that every teacher has one or more partners within their grade level. This facilitates collaboration, the sharing of ideas, as well as peer modeling of instruction.