

Chapman Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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

Contact Information (School Year 2016-17)

School 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
E-mail Address	MAllen@chicousd.org
Web Site	http://www.chicousd.org
CDS Code	04-61424-6002968

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

School Description and Mission Statement (School Year 2016-17)

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 2019. 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 & Supports (new 3 year grant in progress)
- Language Star-English Language Development Program
- Title 1 Reading groups
- Before & After school tutoring
- Before & After school program
- Physical Education, Fine Arts, & Music programs
- Guidance Specialist/Psychologist/Counselor
- Autism Center for Education (ACE program)

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 2015-16)

Grade Level	Number of Students
Kindergarten	86
Grade 1	35
Grade 2	44
Grade 3	58
Grade 4	53
Grade 5	37
Grade 6	43
Total Enrollment	356

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	2.8
Asian	10.1
Filipino	0.3
Hispanic or Latino	43.3
Native Hawaiian or Pacific Islander	0
White	34.6
Two or More Races	6.2
Socioeconomically Disadvantaged	85.1
English Learners	24.4
Students with Disabilities	21.3
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	29	23	597
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (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		
Science Laboratory Equipment (grades 9-12)	N/A		

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 Chico Unified's ACE program. 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 have been installed and completed. The school is in line for some deferred maintenance projects. A Charter school moved onto the Chapman campus at the beginning of the 16/17 school year. The Charter school occupies nine classrooms on the site.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Bathrooms were cleaned and ceiling tiles were replaced as noted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	28	22	48	51	44	48
Mathematics	22	14	40	44	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	53	91.4	18.9
	4	50	49	98.0	18.4
	5	38	37	97.4	8.1
	6	46	45	97.8	40.0
Male	3	34	29	85.3	17.2
	4	28	28	100.0	17.9
	5	22	21	95.5	
	6	21	20	95.2	20.0
Female	3	24	24	100.0	20.8
	4	22	21	95.5	19.1
	5	16	16	100.0	18.8
	6	25	25	100.0	56.0
Asian	3	11	11	100.0	9.1
Hispanic or Latino	3	23	22	95.7	9.1
	4	22	21	95.5	14.3
	5	19	19	100.0	10.5
	6	25	25	100.0	28.0
White	3	19	15	79.0	33.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	19	19	100.0	26.3
	5	12	12	100.0	8.3
	6	12	11	91.7	54.5
Socioeconomically Disadvantaged	3	47	46	97.9	19.6
	4	40	40	100.0	17.5
	5	33	33	100.0	6.1
	6	38	38	100.0	36.8
English Learners	3	19	19	100.0	
	4	12	12	100.0	
Students with Disabilities	3	21	18	85.7	5.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	53	91.4	23.1
	4	50	49	98.0	16.3
	5	38	37	97.4	2.7
	6	46	45	97.8	11.1
Male	3	34	29	85.3	21.4
	4	28	28	100.0	14.3
	5	22	21	95.5	
	6	21	20	95.2	10.0
Female	3	24	24	100.0	25.0
	4	22	21	95.5	19.1
	5	16	16	100.0	6.3
	6	25	25	100.0	12.0
Asian	3	11	11	100.0	9.1
Hispanic or Latino	3	23	22	95.7	23.8
	4	22	21	95.5	19.1
	5	19	19	100.0	5.3
	6	25	25	100.0	8.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	19	15	79.0	33.3
	4	19	19	100.0	21.1
	5	12	12	100.0	
	6	12	11	91.7	18.2
Socioeconomically Disadvantaged	3	47	46	97.9	22.2
	4	40	40	100.0	17.5
	5	33	33	100.0	3.0
	6	38	38	100.0	7.9
English Learners	3	19	19	100.0	5.6
	4	12	12	100.0	
Students with Disabilities	3	21	18	85.7	5.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	63	16	67	64	61	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	39	38	97.4	15.8
Male	22	21	95.5	23.8
Female	17	17	100.0	5.9
Hispanic or Latino	19	19	100.0	10.5
White	13	13	100.0	23.1
Socioeconomically Disadvantaged	34	34	100.0	11.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	17.1	8.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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, Multicultural Night, and Books & 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, Peachjar as well as Remind texting support 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.9	0.9	3.2	5.4	3.4	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.3	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 phone 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 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 & procedures list located in each classroom. Chapman staff and students regularly practice fire & 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 this year and allow for better monitoring of the Campus. More fencing is planned for purchase/installation in near future.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1999-2000	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			16	4			22.5		2	
1	17	3			19	2			19	1		
2	18	3			18	3			20	1		
3	19	2			16	3			20.5	1	1	
4	18	2			17	2			22		2	
5	22		2		17	2			24		2	
6	20	2			24		2		28		2	
Other	10	4			8	4			17	4	3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.3125	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	0.7125	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$14,849.25	\$6,843.07	\$8,006.18	\$64,053
District	N/A	N/A	\$6,467.54	\$64,053
Percent Difference: School Site and District	N/A	N/A	23.8	0.0
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	41.0	-13.7

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

Types of Services Funded (Fiscal Year 2015-16)

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 & After school tutoring
- Counseling
- Healthy Play instruction to allow for teacher collaboration
- 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (Elementary)	\$89,317	\$113,994
Average Principal Salary (Middle)	\$105,844	\$120,075
Average Principal Salary (High)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

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 & 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 weekly during the school day 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