

Chapman Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

| 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 | Ted Sullivan |
| E-mail Address | tsulliva@chicousd.org |
| CDS Code | 04-61424-6002968 |

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The mission of Chapman School is to create academically skilled students. Chapman will provide a safe, educational community with consistent collaboration to meet our goals. Adults and children of all ages, cultures, and life experiences are welcomed, respected, involved, and valued on the campus. 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. Our school community will foster these attributes by utilizing a wide variety of resources and strategies.

Chapman School is located on the southwest side of Chico in an older section of town. The school itself is in the city limits, but all homes surrounding it are located outside the city limits. The attendance area includes families from as far west as Park Avenue, and to the east it extends to Highway 99.

Chapman provides a very extensive before-and after-school program. Chapman conducts a 21st Century Learning/ASES Grant program for one and one-half hours each morning and three hours each day after school. Chapman also provides eight tutorial groups for reading before school and six tutorial groups for math after school. These tutorial groups are in addition to the 21st Century Learning/ASES program.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Chapman School invites parents to join the Parent Teacher Association (PTA), participate on our School Site Council (SSC) and on our English Language Advisory Committee (ELAC). We encourage our parents to be involved in classrooms, Awards assemblies, attend our monthly "Wake Up to Reading" morning reading time, Art Week, and attend our many other school related activities. Contact the main office for more information.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 38 | 41 | 38 | 58 | 58 | 58 | 54 | 56 | 55 |
| Mathematics | 51 | 57 | 53 | 51 | 51 | 52 | 49 | 50 | 50 |
| Science | 42 | 47 | 51 | 67 | 68 | 67 | 57 | 60 | 59 |
| History-Social Science | N/A | N/A | N/A | 59 | 56 | 58 | 48 | 49 | 49 |

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 58 | 52 | 67 | N/A |
| All Student at the School | 38 | 53 | 53 | N/A |
| Male | 37 | 53 | 68 | N/A |
| Female | 39 | 54 | 35 | N/A |
| Black or African American | 55 | 55 | | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | 20 | 27 | | N/A |
| Filipino | | | | N/A |
| Hispanic or Latino | 34 | 52 | 47 | N/A |
| Native Hawaiian/Pacific Islander | | | | N/A |
| White | 50 | 65 | 73 | N/A |
| Two or More Races | | | | N/A |
| Socioeconomically Disadvantaged | 34 | 49 | 52 | N/A |
| English Learners | 16 | 35 | 35 | N/A |
| Students with Disabilities | 52 | 55 | | N/A |
| Students Receiving Migrant Education Services | | | | N/A |

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.5 | 25.6 | 7.7 |

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2010 | 2011 | 2012 |
|-----------------|------|------|------|
| Statewide | 1 | 2 | 2 |
| Similar Schools | 2 | 3 | 4 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 29 | -2 | 6 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | 22 | | |
| Filipino | | | |
| Hispanic or Latino | 32 | 6 | 27 |
| Native Hawaiian/Pacific Islander | | | |
| White | 20 | 11 | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 29 | -2 | 10 |
| English Learners | 22 | -15 | 30 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 199 | 749 | 8,818 | 807 | 4,655,989 | 790 |
| Black or African American | 10 | | 315 | 718 | 296,463 | 708 |
| American Indian or Alaska Native | 7 | | 151 | 747 | 30,394 | 743 |
| Asian | 36 | 694 | 547 | 786 | 406,527 | 906 |
| Filipino | 0 | | 62 | 890 | 121,054 | 867 |
| Hispanic or Latino | 94 | 753 | 1,947 | 738 | 2,438,951 | 744 |
| Native Hawaiian/Pacific Islander | 0 | | 57 | 785 | 25,351 | 774 |
| White | 49 | 794 | 5,550 | 839 | 1,200,127 | 853 |
| Two or More Races | 3 | | 107 | 756 | 125,025 | 824 |
| Socioeconomically Disadvantaged | 182 | 741 | 4,561 | 745 | 2,774,640 | 743 |
| English Learners | 85 | 700 | 1,232 | 684 | 1,482,316 | 721 |
| Students with Disabilities | 43 | 668 | 1,063 | 626 | 527,476 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | No |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| 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 | --- | 11 |
| Percent of Schools Currently in Program Improvement | --- | 91.7 |

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 65 |
| Grade 1 | 71 |
| Grade 2 | 40 |
| Grade 3 | 48 |
| Grade 4 | 46 |
| Grade 5 | 44 |
| Grade 6 | 53 |
| Total Enrollment | 367 |

Student Enrollment by Group (School Year 2012-13)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 4.1 | White | 29.2 |
| American Indian or Alaska Native | 3.5 | Two or More Races | 4.1 |
| Asian | 16.6 | Socioeconomically Disadvantaged | 91.8 |
| Filipino | 0.0 | English Learners | 38.7 |
| Hispanic or Latino | 42.5 | Students with Disabilities | 17.4 |
| Native Hawaiian/Pacific Islander | 0.0 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 17.5 | 2 | 0 | 0 | 14.8 | 4 | 0 | 0 | 11 | 6 | | |
| 1 | 16.3 | 3 | 0 | 0 | 18.5 | 2 | 0 | 0 | 10 | 6 | 1 | |
| 2 | 17.7 | 3 | 0 | 0 | 13.4 | 5 | 0 | 0 | 10 | 4 | | |
| 3 | 12.5 | 4 | 0 | 0 | 15.8 | 4 | 0 | 0 | 8 | 6 | | |
| 4 | 17.5 | 2 | 2 | 0 | 22 | 1 | 0 | 0 | 12 | 2 | 2 | |
| 5 | 24 | 0 | 2 | 0 | 22 | 1 | 1 | 0 | 11 | 4 | | |
| 6 | 23 | 0 | 2 | 0 | 18.5 | 2 | 0 | 0 | 18 | 1 | 2 | |
| Other | | | | | | | | | | | | |

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A school disaster plan has been developed which includes emergency procedures in case of fire, earthquake or other disaster. The School Safety plan is updated annually. The key elements of the plan include traumatic incidents, imminent danger procedure, 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 located in each class room. Chapman also regularly practices "Code Red" procedures with our students and staff. Chapman provides student supervision before and after school. All visitors must check in at the office.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 10.49 | 10.3 | 8.99 | 8.95 | 4.57 | 5.77 |
| Expulsions | 0 | 0 | 0 | 0.59 | 0.62 | 0.67 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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-six 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. Cleaning the common areas of the school takes place on a daily basis. Classrooms are alternately cleaned. Routine maintenance and safety checks take place daily. The school is in line for some deferred maintenance projects.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

| School Facility Good Repair Status (School Year 2013-14) | | | | |
|--|---------------|------|------|--|
| Year and month in which data were collected: October 2013 | | | | |
| 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] | [] | Room 1 Carpets Very Wrinkled. Measure E Project. |
| 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] | Repair/Replace Dry Rot on Facia Board in Hall Overhang; WO# 50541 Repair/Replace Stained Ceiling Tile: Rooms 22/13/MPR: WO# 52054 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | |

Overall Facility Rate

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [] | [] | [X] | [] |

VII. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 28 | 34 | 34 | 599 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|
| 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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

| 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 | 96.1 | 3.9 |
| High-Poverty Schools in District | 95.2 | 4.8 |
| Low-Poverty Schools in District | 97.9 | 2.1 |

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | .3 | --- |
| Psychologist | 0.65 | --- |
| Social Worker | | --- |
| Nurse | .2 | --- |
| Speech/Language/Hearing Specialist | 2.0 | --- |
| Resource Specialist | | --- |
| Other | | --- |

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2012

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.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------------|---|
| Reading/Language Arts | McGraw-Hill / California Treasures - 2010 | Yes | 0 |
| Mathematics | McGraw Hill/Wright Group / Everyday Math - 2009 | 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 | | |

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | \$12,368.23 | \$6,441.13 | \$5,927.11 | \$48,625.00 |
| District | --- | --- | \$5,648.82 | \$63,409 |
| Percent Difference: School Site and District | --- | --- | 4.9 | -23.3 |
| State | --- | --- | \$5,537 | \$68,841 |
| Percent Difference: School Site and State | --- | --- | 7.0 | -29.4 |

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Chapman receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** state funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** state funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.
- **Title I** funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education;
- **21**
- **st Century Grant** federal funds and **ASES** (After School Education and Safety Program) state funds to provide improved academic achievement; enrichment services that reinforce and complement the academic program; family literacy and related educational development services; and services to help the students meet state and local standards in core content areas. Programs are planned through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies, community organizations, and the private sector.
- **QEIA** funds to help fund staff for class size reduction and professional development.

Program funds are budgeted by our School Site Council, with approximately 80% of the money being used to fund support teachers who provide extra help for students.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,121 | \$40,933 |
| Mid-Range Teacher Salary | \$53,164 | \$65,087 |
| Highest Teacher Salary | \$84,737 | \$84,436 |
| Average Principal Salary (Elementary) | \$89,920 | \$106,715 |
| Average Principal Salary (Middle) | \$97,238 | \$111,205 |
| Average Principal Salary (High) | \$102,804 | \$120,506 |
| Superintendent Salary | \$164,900 | \$207,812 |
| Percent of Budget for Teacher Salaries | 39.8% | 39.8% |
| Percent of Budget for Administrative Salaries | 4.5% | 5.1% |

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff development opportunities and curriculum improvement trainings are provided on a continuous basis using monies from Title I, Title 11 and EIA. Chapman has regular grade level collaboration time provided during the school day with an emphasis on teams following a professional learning community (PLC) pattern of business.

Chapman also offers a weekly staff development opportunity for staff regarding Language Star, our ELD program. One of the CUSD ELD coaches meets weekly with interested staff to ask questions, plan for and prepare for the weeks upcoming Language Star lessons. Staff also utilizes CUSD math coaches, Treasures coach and Illuminate coach for support to successfully implement our core curriculum and data support system. Chapman also is working with a TOSA this year to provide extensive support with reading skills instruction.