

Chapman Hills 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 Hills Elementary School
Street	170 N. Aspen Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 532-8043
Principal	Jana Saenz
E-mail Address	jsaenz@orangeusd.org
Web Site	
CDS Code	30-66621-6107767

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

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

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 Orange Unified School District is also provided. Unless otherwise specified, the information provided in this report is from the 2015/2016 school year.

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 505 students were enrolled in grades kindergarten through six during the 2015/2016 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 themes including perseverance, integrity, respect and responsibility. During this past year, our staff has continued to implement a Theory of Action that focuses on growth in reading comprehension of informational text. We believe that by focusing on comprehension, our children will better understand all academic areas and will more fully be able to participate in their learning. We have fully implemented the Common Core State Standards and are working diligently to incorporate higher level thinking skills into lessons across the curriculum for all grade levels. In Spring, 2014, 3rd through 6th graders participated in the California Assessment of Student Performance and Progress (CAASPP) in English Arts and Mathematics. Parents are always a welcome part of our instructional program and parent volunteers, at school and at home, help to support our program. We incorporated R.O.A.R. (Reaching Outstanding Academic Results) in grades first through six to allow for differentiated learning in English Language Arts and Math. This was a Signature Practice for our Distinguished School application. Our identified English Language Learners participated in daily specialized instruction using the Avenues curriculum and Hands on English for sixth grade.

Our very involved PTA partners in supporting our academic program by providing volunteer time, support materials, funding for an Elementary Intervention Teachers and supplementary enrichment programs.

The mission of Chapman Hills Elementary School is to prepare our students for the 21st century by providing all students with the skills, knowledge, abilities and attitudes necessary to reach their personal potential and function effectively as productive and contributing members of society within the context of a rapidly changing world.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	80
Grade 2	78
Grade 3	72
Grade 4	65
Grade 5	67
Grade 6	42
Total Enrollment	483

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	9.3
Filipino	2.7
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.2
White	48
Two or More Races	1.2
Socioeconomically Disadvantaged	21.1
English Learners	10.8
Students with Disabilities	6.8
Foster Youth	0

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	17	19	18	1279
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%
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%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. 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 to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Each year, Facilities and Maintenance complete an inspection report titled Facility Inspection Too (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 16, 2016, all 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.

There are plans for lighting to be updated for the 2016/2017 school year as well as work to be completed on the school-wide HVAC system.

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.

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: 8/16/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			20's Pod: 2: Some HVAC not cooling well enough Admin, Information Center, Library: 2: Some HVAC Issues in main office and MPR, not cooling well enough 30's Pod: HVAC issues
Interior: Interior Surfaces		X		P1 & P2: 4: Could use new paint
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: 8/16/2016				
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	61	64	50	53	44	48
Mathematics	50	61	38	40	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	74	71	96.0	54.9
	4	68	67	98.5	58.2
	5	69	68	98.5	76.5
	6	43	40	93.0	70.0
Male	3	39	36	92.3	38.9
	4	45	44	97.8	56.8
	5	38	37	97.4	73.0
	6	18	17	94.4	70.6
Female	3	35	35	100.0	71.4
	4	23	23	100.0	60.9
	5	31	31	100.0	80.7
	6	25	23	92.0	69.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	23	100.0	34.8
	4	27	27	100.0	44.4
	5	21	21	100.0	52.4
	6	11	11	100.0	54.5
White	3	39	36	92.3	75.0
	4	31	30	96.8	70.0
	5	32	31	96.9	90.3
	6	24	21	87.5	71.4
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	14	14	100.0	42.9
	4	14	14	100.0	28.6
	5	17	17	100.0	47.1
	6	--	--	--	--
English Learners	3	12	12	100.0	
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	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	74	71	96.0	67.6
	4	68	67	98.5	64.2
	5	69	68	98.5	48.5
	6	43	40	93.0	65.0
Male	3	39	36	92.3	69.4
	4	45	44	97.8	68.2
	5	38	37	97.4	40.5
	6	18	17	94.4	58.8
Female	3	35	35	100.0	65.7
	4	23	23	100.0	56.5
	5	31	31	100.0	58.1
	6	25	23	92.0	69.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	23	23	100.0	47.8
	4	27	27	100.0	51.9
	5	21	21	100.0	33.3
	6	11	11	100.0	54.5
White	3	39	36	92.3	80.6
	4	31	30	96.8	66.7
	5	32	31	96.9	51.6
	6	24	21	87.5	66.7
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	14	14	100.0	50.0
	4	14	14	100.0	28.6
	5	17	17	100.0	23.5
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	12	12	100.0	41.7
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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)	90	90	84	73	68	64	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	69	68	98.6	83.8
Male	38	37	97.4	81.1
Female	31	31	100.0	87.1
Hispanic or Latino	21	21	100.0	66.7
White	32	31	96.9	96.8
Socioeconomically Disadvantaged	17	17	100.0	52.9

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	19.1	23.5	33.8

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 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 faithful 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. 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, reviews 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 of existing and new programs and expenses. The SSC/ELAC meets at least quarterly and invites all interested parents to attend its meetings.

Chapman Hills parents coordinate annual book fairs, 6th grade Outdoor Education fundraisers, Red Ribbon Week activities, Annual Camp outs, 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 to publish a monthly newsletter, 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 2015-2016 school year, Chapman Hills was 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, 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 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	0.0	0.4	0.4	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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	28		3		27		3		27		3	
1	30		2		29		3		29		3	
2	29		3		30		2		30		2	
3	32		1	1	30		3		30		3	
4	32		1		29		2		29		2	
5	33			2	30		2		30		2	
6	34			2	33			2	33			2

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	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0	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	3826.71	39.68	3787.03	56340.21
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	6.5	-19.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-23.5	-18.7

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

Types of Services Funded (Fiscal Year 2015-16)

The following fiscal support was utilized at Chapman Hills during the 2015-2016 school year:

Site Discretionary

Local Control Funding Formula (LCFF)

Lottery

Donation

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	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)

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 2015-2016 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 2014-2016 school year, all staff members participated in Write From the Beginning and Beyond, Common Core, Unit by Design, EnVision, 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. Last year the staff specifically focused on the integration of informational text across the curriculum, using close reading as a main strategy for comprehension. The goal was for increased growth in reading comprehension, K through 6. The district focus for professional development centered around Common core, including Units by Design supported by technology.

During the 2016-2017 school year, all staff members continued their work with Write from the Beginning and Beyond, 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 on-going 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.