

Chapman Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

School Description and Mission Statement (School Year 2020-2021)

Chapman Elementary school serves families in the southeast of Chico, CA, particularly "Chapmantown" (named after Augustus Chapman), comprised of nearly 138 acres and 1,300 residents who were annexed into the city of Chico in July of 2020. It is a working-class neighborhood, surrounded by a community center, a large city park, and shopping nearby. Chapman Elementary provides a safe, educational community with consistent collaboration to meet our goals that 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. Chapman Elementary School's mission is to ensure the academic, emotional, and social success of every student in a safe, responsible, respectful, and scholarly learning environment. Adults and children of all ages, cultures, and life experiences are welcomed, respected, involved, and valued on the campus. Our school community will foster these attributes by utilizing a wide variety of resources and strategies such as:

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	53
Grade 2	56
Grade 3	46
Grade 4	64
Grade 5	38
Total Enrollment	329

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	2.1
Asian	8.5
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	1.2
White	39.5
Two or More Races	7.9
Socioeconomically Disadvantaged	86.3
English Learners	13.4
Students with Disabilities	18.2
Foster Youth	1.2
Homeless	7.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	20	20	20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Updated and readily available resources are important so students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education and aligned to the newly adopted California Common Core State Standards (CCSS). The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. These standards-aligned textbooks are in the hands of all students within two years of adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - Wonders - 2020	Yes	0
Mathematics	Ready Common Core Mathematics - Curriculum Associates	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		

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

School Facility Conditions and Planned Improvements

The original Chapman School was built in 1953. In 1989 this section of the school was remodeled with state reconstruction funds. As enrollment increased over the years, the school expanded from the original ten classrooms to its current size of twenty-one classrooms. Since 1986 there have been ten relocatable classrooms erected on the campus. During the 1994-95 school year, three relocatable rooms were added to house the Healthy Start, Even Start, and Head Start Programs. These classrooms have since been converted into a State Preschool and Special Education classrooms.

Cleaning the common areas of the school takes place daily. Classrooms are also cleaned daily. Routine maintenance and safety checks take place daily. New asphalt was poured during the summer of 2015. New playgrounds for both the TK/Kindergarten yard and the 1-5 grade yard were installed during the 16-17 school year. Fourteen new air conditioning units were installed and the holes in the asphalt between the two main buildings were fixed and landscaped in 2018. Chapman received an exemplary status on the 19/20 Facility Inspection Tool. Sherwood Montessori Charter School moved onto the Chapman campus at the beginning of the 16/17 school year. The charter school currently occupies nine classrooms.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.8	3.2	4.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.30%	3.75%	2.5
Expulsions	0.00%	0.31%	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

To provide for student and staff safety during COVID-19, CUSD has adopted a district-wide AM/PM instruction model that allows for smaller class sizes and additional cleaning measures in between groups. To learn more, visit www.chicousd.org.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		3		26	1	2		24		3	
1	26		1		24		2		27		2	
2	28		2		27		1		28		2	
3	25		2		26		3		23		2	
4	14	1	1		28		1		31		2	
5	28		2		30		2		38			1
Other**	9	1			7	2			16	3	1	

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	329

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,305.81	\$6,516.37	\$8,789.45	\$73,366.00
District	N/A	N/A	\$8,113.54	\$73,366
Percent Difference - School Site and District	N/A	N/A	8.0	0.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	12.6	-14.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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: small reading intervention groups, Language Star language development, before- and after-school tutoring, and counseling.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment that 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: 1) Maintain quality teachers, materials, and facilities; 2) Fully align curriculum and assessment with State standards; 3) Support high levels of student achievement in a broad range of courses; 4) Provide opportunities for meaningful parent involvement and input. 5) Improve school climate.
- 21st Century Grant federal funds and ASES (After School Education and Safety) to 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,540	\$52,484
Mid-Range Teacher Salary	\$64,325	\$81,939
Highest Teacher Salary	\$101,243	\$102,383
Average Principal Salary (Elementary)	\$118,409	\$129,392
Average Principal Salary (Middle)	\$116,933	\$136,831
Average Principal Salary (High)	\$123,050	\$147,493
Superintendent Salary	\$229,797	\$254,706
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

At Chapman Elementary, professional development opportunities and curriculum improvement training is provided continuously using monies from Title I, Title II, and Local control funding. Some examples of professional development include:

- Weekly Chapman staff meetings that include components from PBIS (positive behavior interventions and supports), trauma, review of site assessment data, Wonders, Ready Mathematics, and Language Star.

- Quarterly district collaboration as grade levels focused on the 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, and trauma-informed responses.
- Focused TOSAs (Teacher on Special Assignment) offer support in data analysis, Illuminate support, and Treasures curriculum training.
- Language Star coaches are utilized to facilitate continuing education and support for Language Star teachers.