



Chapman Heights Elementary School

33692 Cramer Road • Yucaipa, CA 92399 • (909) 790-8080 • Grades K-5

Andy Anderson, Principal
andy_anderson@ycjUSD.us

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Yucaipa-Calimesa Joint Unified School District

12797 Third Street
Yucaipa, CA 92399
(909) 797-0174
www.yucaipaschools.com

District Governing Board

Jane Smith
Patricia Ingram
Chuck Christie, Ph.D.
Jim Taylor
Sharon Bannister

District Administration

Cali Binks
Superintendent
Eric Vreeman, Ed.D.
**Assistant Superintendent
Educational Services**

George Velarde
**Assistant Superintendent
Business Services**

Sherri Black
**Assistant Superintendent
Human Resources**

SCHOOL MISSION, VISION and MOTTO

The staff of Chapman Heights Elementary accepts the responsibility to work together, learn together and grow together. This teamwork and collaborative culture will be the foundation for the positive learning environment we wish to create and maintain at our school. Beyond the high expectations we hold for all students, we will implement comprehensive systems to monitor our student's progress and provide extra instruction and support as needed. This will be accomplished by frequently monitoring our students' learning and behavior, identifying weaknesses or concerns, providing additional support and instruction to move students to proficiency, and to communicate with and involve parents in the decisions we are making about their student's learning and progress. As a school community we will strive to help our students grow and develop academically and emotionally by emphasizing Six Charger Traits inside and outside of the classroom. Our Charger Traits are: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our school motto is, "Together We Can". Our weekly assemblies called H.U.G.S. will provide an opportunity to celebrate our students' character development and achievements. We will also take several strides this year for implementing Positive Behavioral Interventions and Supports (PBIS) in order address the holistic needs of our students and to further support and increase the number of our students school-wide and in subgroups prepared to meet grade level benchmark standards, CAASPP performance targets, and the confidence and resiliency to develop 21st Century Learning Skills.

Chapman Heights Elementary is a safe, neighborhood school that has approximately 750 enrolled pupils. The campus itself sits on approximately 12 acres of land nestled next to the Crafton Hills foothills. The school has eight permanent structure buildings containing classrooms, an administration building, a multipurpose room, a library, computer lab, kitchen, common teacher work areas, and various auxiliary offices for school support staff. Chapman Heights, which operates on a traditional calendar, educates students in grades kindergarten through fifth grade. Approximately 40% of Chapman Heights' students receive benefits of the Free and Reduced Lunch Program. Currently, there are approximately 55 Chapman Heights students that are designated as English Learners. All Chapman Heights classroom teachers have state certification in instructing ELL students through training and coursework in CLAD, SDAIE, SB 1969, or AB 2913.

Chapman Heights Elementary provides Special Education Program services that supports students with an Individual Educational Program (IEP) for Specialized Academic Instruction (SAI), Language Speech and Hearing services, a separate class for Kindergarten - 1st grade students with Mild to Moderate handicapping conditions, a separate class for 4th - 5th students with Moderate to Severe handicapping conditions, and other identifications determined by a student's IEP. SAI services are provided by a credentialed special education teacher and a full-time special education instructional aide. SAI instructional support, re-teaching, and IEP case management may be provided in a pull-out delivery model, during daily differentiated instruction blocks of time, and/or by mainstream inclusion and consultation with classroom teachers. There are approximately 30 CHES students being served with SAI pull-out services. Chapman Heights students with an IEP for speech or language therapy will receive support services at school from one of our three Speech and Language Pathologists (SLP). These students meet with an LSH Therapist at school for therapy sessions according to the parameters of each student's IEP. There are approximately 62 CHES students receiving speech services under an IEP, and 11 CHES students receiving general education. Response to Intervention (RtI) speech therapy for articulation delays.

Chapman Heights has students that have qualified for and have met the district's requirements for Gifted and Talented Education (GATE). GATE testing is provided annually by permission to students in grades 4th and 5th. GATE students are supported by a variety of enrichment opportunities and support systems at school that include: differentiated instruction and assignments, Robotics Club, PTSA Reflections, Kiwanis K-Kids Club, Science Fair, Yearbook Club, Run Club, Yoga Club, Odyssey of the Mind, extra curricular school activities, educational field trips and assemblies, and the GATE testing, identification and documentation.

CHES students attended class on a traditional school calendar for 180 days for the 2014-15 school year. Students in transitional kindergarten and kindergarten attended for 200 minutes daily each school day. Students in grades 1-3 attended for 290 minutes on regular school days and for 200 minutes on 19 minimum school days. Students in grades 4-5 attend for 315 minutes on regular school days, and for 200 minutes on 19 minimum days. For 2014-2015, minimum school days were held on Back to School Night (1), end of trimester assessment days (6), during Parent/Teacher Conference Week (5), on Teacher Collaboration Days (6), and on the last day of school (1).

District and School Profile

Located in San Bernardino County, nestled at the base of the San Bernardino Mountains, the Yucaipa-Calimesa Joint Unified School District educated approximately 9,000 kindergarten through twelfth grade students from the diverse suburban communities of Yucaipa and Calimesa. The district is proud of its long tradition of academic excellence. The district is comprised of six elementary schools (Grades TK-5); one dependent charter school (Grades K-8); two middle schools (Grades 6-8); one comprehensive high school campus (Grades 9-12); a community day school (Grades 7-12); an independent study program PEP and PEP+ (Grades K-12); a continuation high school (Grades 9-12); a special education success program (Grades Preschool-12); and an adult education program. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Calimesa Elementary School, which operates on a traditional calendar, educates approximately 400 students in grades kindergarten through five. The school opened in 1956.

A Message from the Superintendent

Dear Yucaipa-Calimesa Community, Parents and Students,

YCJUSD is honored to serve students in two wonderful communities. We as a team continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. We strive to provide high quality services and programs in a safe environment.

As you become a partner of the YCJUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey.

The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!

The 2015-2016 school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

About the SARC

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 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 at (909) 790-8080 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	135
Grade 1	119
Grade 2	118
Grade 3	123
Grade 4	135
Grade 5	100
Grade 6	8
Total Enrollment	738

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.8
Hispanic or Latino	39.4
Native Hawaiian or Pacific Islander	0.3
White	54.9
Two or More Races	0.7
Socioeconomically Disadvantaged	40.8
English Learners	8.3
Students with Disabilities	9.6
Foster Youth	0.4

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			
Chapman Heights Elementary School	13-14	14-15	15-16
With Full Credential	32	32	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	401
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Chapman Heights Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* 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 2015-16)

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on September 23, 2014, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including Special Education and English Learners, get their own individual textbooks in core subjects. These textbooks are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

For grades K-8, instructional materials in all subjects were selected from the state's most recent list of standards-based materials. Instructional materials in grades 9-12 were approved by the Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

Chapman Heights Elementary continues to develop an excellent library that currently houses nearly 6,000 titles, not counting textbooks, leveled readers, and teacher material available in an adjoining book room. The collection includes library bound books, paperbacks, big books, picture books, DVDs, as well as reference and professional materials. The library is staffed by a 15 hours-per-week library technician, and all classes in grades kindergarten through six visit the library every other week. A wide range of picture books are regularly read to students in primary grades and upper grades access books for recreational reading and for research. Two computer stations enable the students to access the collection through an online catalog system called InfoCentre, and Internet service is available for additional research. Students and parents may also search the school library's collection from their home computers via the school web site.

The following chart shows the most recent textbook adoptions at Chapman Heights Elementary School.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 23, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Treasures, MacMillan/McGraw Hill (Adopted 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Math, Houghton-Mifflin (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Science, MacMillan/McGraw Hill (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials Year and month in which data were collected: October 23, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Transitional Kindergarten: Opening the World of Learning, Pearson Scott Foresman (Adopted 2012) K-5: California Vistas, MacMillan/McGraw Hill (Adoped in 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES MAINTENANCE

Chapman Heights Elementary School (CHES) provides a clean, safe environment for students, staff, and volunteers. The school is situated on a 12 acre site. CHES has 34 classrooms, a multipurpose room, kitchen, computer lab, and a library. The site principal meets monthly with a manager from the District Maintenance Department to review site work orders and assure that the site facilities are maintained adequately.

The following table shows the result of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. The district uses a work order process to insure efficient service and the highest priority to emergency repairs. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/22/2015				
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			E5: carpet repairs needed H2: carpet repairs needed MPR: cove base on stage loose Office/A Building: water stains on ceiling of staff lounge
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Library: windows need cleaning
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Playground: Drinking Fountain leaking
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom: door closer needs adjustment Boys Restroom: door needs to be repainted

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/22/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	45	44
Math	42	31	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61	76	70	65	69	64	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.20	14.40	58.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	70
Male	69
Female	71
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	64
White	75
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	54
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	124	124	100.0	31	32	23	13
	4	136	135	99.3	35	24	21	20
	5	103	99	96.1	20	15	45	19
	6	1	0	0.0	--	--	--	--
Male	3	124	57	46.0	37	32	25	7
	4	136	70	51.5	41	30	16	13
	5	103	52	50.5	25	19	46	10
	6	1	0	0.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	124	67	54.0	27	33	22	18
	4	136	65	47.8	28	18	26	28
	5	103	47	45.6	15	11	45	30
Black or African American	3	124	2	1.6	--	--	--	--
	5	103	1	1.0	--	--	--	--
American Indian or Alaska Native	3	124	2	1.6	--	--	--	--
	4	136	1	0.7	--	--	--	--
Asian	3	124	3	2.4	--	--	--	--
	4	136	1	0.7	--	--	--	--
	5	103	2	1.9	--	--	--	--
Filipino	3	124	1	0.8	--	--	--	--
	5	103	1	1.0	--	--	--	--
Hispanic or Latino	3	124	47	37.9	36	30	23	11
	4	136	55	40.4	35	31	22	13
	5	103	41	39.8	29	15	39	17
White	3	124	68	54.8	21	38	25	16
	4	136	78	57.4	35	21	21	24
	5	103	54	52.4	15	15	50	20
	6	1	0	0.0	--	--	--	--
Two or More Races	3	124	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3	124	58	46.8	41	31	16	12
	4	136	60	44.1	48	25	17	10
	5	103	36	35.0	31	22	39	8
	6	1	0	0.0	--	--	--	--
English Learners	3	124	12	9.7	67	8	25	0
	4	136	12	8.8	50	17	25	8
	5	103	8	7.8	--	--	--	--
Students with Disabilities	3	124	9	7.3	--	--	--	--
	4	136	19	14.0	84	16	0	0
	5	103	8	7.8	--	--	--	--
	6	1	0	0.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	124	124	100.0	26	25	37	12
	4	136	135	99.3	27	33	29	11
	5	103	99	96.1	30	34	20	15
	6	1	0	0.0	--	--	--	--
Male	3	124	57	46.0	19	30	37	14
	4	136	70	51.5	26	36	31	7
	5	103	52	50.5	27	35	21	17
	6	1	0	0.0	--	--	--	--
Female	3	124	67	54.0	31	21	37	10
	4	136	65	47.8	28	31	26	15
	5	103	47	45.6	34	34	19	13
Black or African American	3	124	2	1.6	--	--	--	--
	5	103	1	1.0	--	--	--	--
American Indian or Alaska Native	3	124	2	1.6	--	--	--	--
	4	136	1	0.7	--	--	--	--
Asian	3	124	3	2.4	--	--	--	--
	4	136	1	0.7	--	--	--	--
	5	103	2	1.9	--	--	--	--
Filipino	3	124	1	0.8	--	--	--	--
	5	103	1	1.0	--	--	--	--
Hispanic or Latino	3	124	47	37.9	28	23	38	11
	4	136	55	40.4	29	40	25	5
	5	103	41	39.8	37	46	7	10
White	3	124	68	54.8	19	28	38	15
	4	136	78	57.4	24	28	32	15
	5	103	54	52.4	26	26	31	17
	6	1	0	0.0	--	--	--	--
Two or More Races	3	124	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3	124	58	46.8	36	24	31	9
	4	136	60	44.1	35	40	18	7
	5	103	36	35.0	53	31	8	8
	6	1	0	0.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3	124	12	9.7	17	42	33	8
	4	136	12	8.8	33	25	33	8
	5	103	8	7.8	--	--	--	--
Students with Disabilities	3	124	9	7.3	--	--	--	--
	4	136	19	14.0	58	32	11	0
	5	103	8	7.8	--	--	--	--
	6	1	0	0.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

Parents continue to play a significant role in establishing and improving the traditions and practices we have started at CHES. Our Parent Teacher Student Association (PTSA) has been a tremendous resource for our students and teachers as they have assisted with and sponsored countless school events during the 2008 through the 2015-16 school years.

For the last eight years, school staff and PTSA have worked together and provided a family event called, "Chill Out with the Chargers" prior to the opening of school. Parents and students have the opportunity to visit the CHES campus, meet teachers, play on the playground, and enjoy ice cream and popsicles. During the first month of school parent volunteer meetings are held and information is shared about all the opportunities that are available throughout the school year to help in and outside the classroom. Huge Undertakings Great Success (HUGS) assemblies were established when CHES opened in 2008 and are held each Friday morning at the start of the school day in order to praise and recognize students, school staff, and parent volunteers for their work, effort and successes at Chapman Heights. HUGS assemblies and HUGS certificates are specifically to celebrate individuals on our campus whose behaviors represent one or more of the Six Character Count Traits. As a result of the tremendous efforts and energy of our PTSA, school staff members, and some amazing parent volunteers, there were dozens of opportunities for parents to attend and/or participate in school activities. Some of the parent involvement activities over these past eight years included:

PTSA membership drives	Robotics Club	The CHES Talent Show
Kindergarten Orientation Welcome	Odyssey of the Mind	HUGS Assemblies
"Charger Chill-Out" Ice Cream Social	Kiwanis Kids (K-Kids)	Room Parent Volunteers
Back to School Night	CHES Run Club	Classroom Performances
Parent Volunteer Meetings	Red Ribbon Week activities	Goodwill donation and recycling drive
PTSA Walk-a-Thon	PTSA Reflections	Educational Field Trips
"Make a Difference Day"	Book Fairs and Book Fair Family Nights	Earth Day Week and Earth Day projects
Operation School Bell	The Charger Book Cafe (book drive)	Yo Leonardo Performances
CHES Flu Clinic	Winter Musical	CHES Talent Show
School Site Council	Family Valentines Dance	Character Matters Performances
English Language Advisory Council	Teacher Treat Silent Auction	Parent/ Teacher Conferences
School Picture Days	Spring Sing Festival	Awards Assemblies
Family Reading Night	Holiday Boutique	Fifth and Sixth Grade Recognition/ Celebrations
GATE Meetings	Angel Tree gift giving	

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.

School Safety Plan

The Chapman Heights Elementary School Safety Plan is updated annually in June, August, and September, discussed with staff at staff meetings in August and September, and includes evacuation, student supervision, and emergency team descriptions and duties. Each month, school-wide safety drills are conducted and documented during school hours. Drills practiced include exercises for fire, earthquake, and lock down emergencies. Annually, CHES participates in the Great American Shake-Out exercise in the middle of October. The CHES campus classroom exterior doors remained locked during school hours for an additional measure of safety. School ingress and exit points are monitored by school staff before school and at dismissal. All adult volunteers working with and around CHES students must be cleared through Megan's Law background checks annually. Visitors to our campus must sign-in at our Administration Building and display a visitor ID badge while they are on campus.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.44	0.90	0.62
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.40	4.04	2.86
Expulsions Rate	0.03	0.11	0.16
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	23	23		1	1	4	4	5			
1	28	27	24				3	4	5			
2	28	27	24				5	5	5			
3	23	28	25	1			4	5	5			
4	32	33	34				2	1		1	1	4
5	31	34	32				3		2		4	1
6	27	27	12	1	1	1	4	2			1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.40
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.25
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,359	\$42,315
Mid-Range Teacher Salary	\$71,187	\$66,451
Highest Teacher Salary	\$90,880	\$85,603
Average Principal Salary (ES)	\$114,366	\$105,079
Average Principal Salary (MS)	\$120,547	\$111,005
Average Principal Salary (HS)	\$127,653	\$121,310
Superintendent Salary	\$193,800	\$189,899
Percent of District Budget		
Teacher Salaries	40%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Professional Development provided for Teachers

The district offers staff development annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics are developed through needs identified by staff surveys and current research. In 2013-14, the district offered 127 opportunities for staff development.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4870	503	4367	73942
District	◆	◆	6050	\$74,535
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			-27.8	1.2
Percent Difference: School Site/ State			-6.9	9.1

* Cells with ◆ do not require data.

Types of Services Funded

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2013-2014 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

Title I-A and I-D
Title II-A
Title III LEP
Title III A Immigrant
Perkins Grant
ASES Grant
LCAP

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., 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.