

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

CHIME Institute’s Schwarzenegger Community School

Address:	19722 Collier St., Woodland Hills, CA, 91364-3618	Phone:	(818) 346-5100
Principal:	Jennifer Hill, Principal TK-5 Kathy Jamison, Principal 6-8	Grade Span:	TK-8

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Throughout this document the yellow box DPL data provided by the LEA,
and the blue box and/or letters DPC means data provided by the CDE

About This School

District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	CHIME Institute's Schwarzenegger Community School
Street	19722 Collier Street
City, State, Zip	Woodland Hills, CA 91364
Phone Number	818-346-5100
Principal	Jennifer Hill, Principal TK-5 Kathy Jamison, Principal 6-8
Email Address	jennifer.hill@chimeinstitute.org kathy.jamison@chimeinstitute.org
Website	www.chimeinstitute.org
County-District-School (CDS) Code	19647336119531

School Description and Mission Statement (School Year 2018–19)

The CHIME Institute, a nonprofit organization established in 1990, is a national leader in the development and implementation of a unique model of inclusive education. The institute began with an early childhood program based at California State University, Northridge. The success of the early childhood program, coupled with the needs of the community and sound research, prompted a group of parents and Cal State Northridge faculty to develop a charter elementary school in 2001 and a charter middle school in 2003. The two schools were merged into kindergarten through 8th grade in 2010 and named the CHIME Institute's Schwarzenegger Community School.

Inclusive education at CHIME Institute means that children who reflect the demographics of the surrounding region—including children who develop typically, children with special needs and children who are gifted—learn side by side. CHIME's model allows for the individual needs of each child to be addressed in a manner that enhances each child's strengths while also addressing learning needs.

In addition, CHIME serves as a model for educators through its partnership with Cal State Northridge's Michael D. Eisner College of Education and the Los Angeles Unified School District. It facilitates research opportunities and regularly hosts visitors from surrounding districts and as far away as Japan and the United Kingdom who are interested in replicating CHIME's successes, in their own schools and communities.

Philosophy of the CHIME Programs

A philosophy statement clarifies the beliefs and values that form the basis for the programs. It is important for all staff, as well as volunteers, to understand this philosophy.

We believe...

- A child's greatest task is to learn social and communication skills. The ability to get along with others and to effectively get wants and needs met are the most important tools a child can have to meet future learning demands.
- Children learn best through activities that challenge the abilities they have and motivate them to reach for new ones. At CHIME we follow each child's lead and build on each child's unique abilities and interests to encourage that natural learning process. We emphasize playful, fun activities that meet the child's developmental needs without losing the child's interest.
- Positive interactions with caring adults are essential to children's development. Our intervention activities emphasize interaction so family members are an important part of each activity. We involve family members in developing and using appropriate interactive behaviors so that they can enjoy and, at the same time, maximize their child's development.
- Children need to use their developing skills in different ways and in different settings so that they will eventually be able to use their skills independently. We emphasize intervention activities that may be practiced in the home and/or center/school settings in the course of everyday activities.
- Children are whole beings, not isolated sets of skills. Instead of single therapy units that treat one skill at a time (e.g., speech time, physical therapy time, etc.), we provide many opportunities for children to participate in coordinated activities in which a variety of skills may be worked on at one time within the classroom setting. The teachers, therapists, and the family jointly develop these activities. Activities are provided within the center and classroom settings, and children are not pulled out to work on specific skills.
- Good planning is the secret to helping development along when problems interfere. At CHIME, transdisciplinary team members develop, in partnership with each child's family, intervention activities based on an assessment of the child's developmental strengths and needs as well as the family's priorities.
- Collaboration is essential for effective educational programs. To work collaboratively, we need to communicate--time to talk to each other. For this purpose, we have joint meetings where we plan together, have in-service training together, and review and reflect on children's progress.
- We have responsibility for the welfare of all the children in the programs. All staff work with both the children who have disabilities and the children without disabilities. This is important to assure that children are not stigmatized or isolated within the classroom.

Paraprofessionals play a central role in the realization of the CHIME philosophy. They provide assistance to enable the children to participate in the center or classroom, and they help monitor the children's developmental progress and social integration.

Finally, we use a transdisciplinary approach. Designated instructional services (DIS) and therapies are provided in the context of the regular classroom. This enables the specialists to model special interventions for the paraprofessionals and general education teachers. In this way, the staff who work with the children most often can implement specialized interventions on an ongoing basis

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Transitional Kindergarten	22
Kindergarten	86
Grade 1	78
Grade 2	86
Grade 3	89
Grade 4	90
Grade 5	86
Grade 6	85
Grade 7	71
Grade 8	74
Ungraded Elementary	N/A
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A
Ungraded Secondary	N/A
Total Enrollment	767

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.0%
American Indian or Alaska Native	0.8%
Asian	3.7%
Filipino	1.4%
Hispanic or Latino	23.2%
Native Hawaiian or Pacific Islander	0.1%
White	61.1%
Two or More Races	4.6%
Socioeconomically Disadvantaged	17.3%
English Learners	7.7%
Students with Disabilities	17.7%
Foster Youth	0.3%

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 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	42	49	47	24740
Without Full Credential	6	7	5	1507
Teaching Outside Subject Area of Competence (with full credential)	0	3	1	2174

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: November 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2013	5	0
Mathematics	2013	5	0
Science	2017	1	0
History-Social Science	2013	5	0
Foreign Language	N/A	N/A	N/A
Health	2006	11	0
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

CHIME Charter Elementary School campus at 19722 Collier Street, in the community of Woodland Hills, City of Los Angeles, Los Angeles County. This site is owned by LAUSD and was operated as an elementary school until 1991 when it was closed. CHIME leased the property from LAUSD in January of 2003 and has been operating a successful K-5 program on the site. CHIME determined it was in the best interest of their academic program to have a K-8 program at one site rather than separate sites. CHIME requested authorization from the District to proceed with converting the Collier Street school site to a K-8 school. The school is at the southwest corner of the intersection of Collier Street and Corbin Avenue in a residential area. The campus encompasses 6.51 acres on one parcel (APN 2164007900) and is bordered by Corbin Avenue to the east, Jumilla Avenue to the west, residential development to the south, and an orange grove to the north across Collier Street.

Existing facilities include two kindergarten classrooms, 11 standard classrooms, Auditorium with a kitchen and outdoor covered lunch area, administration, and small library. Two portable classroom buildings (4 classrooms) house 2 kindergarten and two first grade classrooms. Existing PE facilities include field area, hard-court area, and a garden/outdoor classroom area. Permanent improvements include expansion of the existing parking lot and curbside drop-off ramps for accessibility. In August of 2015 new permanent improvement of two 2-story 20,540-square foot classroom buildings with 16 new standard classrooms, offices, a library and technology center located on approximately 2.5 acres of the existing 6.51-acre campus. The campus master plan build-out, totals 48,281-square-foot of building space, 31 classrooms supporting a full TK-8 program with a total capacity for 800 students.

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 overall rating

Year and month of the most recent FIT report: August 2017

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Yes			Routine inspections and maintenance
Interior: Interior Surfaces	Yes			Routine cleaning and maintenance done on a daily basis
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Yes			Routine cleaning and maintenance done on a daily basis
Electrical: Electrical	Yes			Routine inspections
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Yes			Routine cleaning and maintenance done on a daily basis
Safety: Fire Safety, Hazardous Materials	Yes			Routine inspections and maintenance
Structural: Structural Damage, Roofs	Yes			Routine inspections
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Yes			Annual yearly maintenance - new Play structure installation in 18-19

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating

Exemplary	Good	Fair	Poor
	Yes		

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 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	47	44	40	43	48	50
Mathematics (grades 3-8 and 11)	42	38	30	32	37	38

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 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	479	463	96.66	43.82
Male	242	232	95.87	38.26
Female	237	231	97.47	49.35
Black or African American	20	18	90	38.89
American Indian or Alaska Native	-	-	-	-
Asian	21	20	95.24	63.16
Filipino	-	-	-	-
Hispanic or Latino	108	106	98.15	31.43
Native Hawaiian or Pacific Islander	-	-	-	-
White	290	280	96.55	48.57
Two or More Races	19	19	100	31.58
Socioeconomically Disadvantaged	79	78	98.73	34.62
English Learners	67	64	95.52	17.19
Students with Disabilities	98	86	87.76	16.67
Students Receiving Migrant Education Services				
Foster Youth	-	-	-	-

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017–18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	481	465	96.67	37.93
Male	243	233	95.88	41.38
Female	238	232	97.48	34.48
Black or African American	20	18	90	33.33
American Indian or Alaska Native	-	-	-	-
Asian	21	20	95.24	60
Filipino	-	-	-	-
Hispanic or Latino	108	105	97.22	23.81
Native Hawaiian or Pacific Islander	-	-	-	-
White	292	283	96.92	43.62
Two or More Races	19	19	100	31.58
Socioeconomically Disadvantaged	79	78	98.73	24.36
English Learners	67	64	95.52	21.88
Students with Disabilities	100	88	88	17.05
Students Receiving Migrant Education Services				
Foster Youth	-	-	-	-

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education (CTE) programs are offered in high school. Programs and classes offered are specifically focused on career preparation and/or preparation for work including needs unique to defined special populations of students.

N/A as CHIME is a TK-8 school

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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	22	25.6	19.5
7	14.7	27.6	36.8
9	N/A	N/A	N/A

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.

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 2018–19)

The component of “family partnerships” remains as a strength of the Schwarzenegger Community School. Families are welcomed on campus and have many ways to contribute to the school – from helping with school mailings and weeding in the Outdoor Classroom to leadership in coordinating large school events and supporting in the classrooms. Approximately 80% of families contribute 8 or more volunteer hours per year. In addition, the CHIME Community Association supports the school through fundraising and community events throughout the year, and has a voting body of approximately 300 families. Both school staff and the CCA are currently engaged in outreach efforts to better elicit the active participation of families that have been historically less involved. Results from elicited feedback from families, implemented more variation in meeting days/times, increased translation of materials, and providing mentoring of families who are new to the school by families already familiar with school procedures and routines. Teachers meet with families in team meetings throughout the year to refine educational programs or to share progress for any student as needed in addition to Parent-Teacher conferences and Student Led Portfolio conferences

CHIME Community Association - 19722 Collier Street, Woodland Hills, CA 91364 - <http://chimecommunity.org/>

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

N/A as CHIME is a TK-8 school



Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	N/A	N/A	16.7	13.7	10.7	9.7
Graduation Rate	N/A	N/A	72.2	77.3	82.3	83.8

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	N/A	10.8	9.1
Graduation Rate	N/A	79.7	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements – Graduating Class of 2017
(One-Year Rate)**

Student Group	CHIME	District	State
All Students	N/A	88.53	88.72
Black or African American	N/A	85.28	82.1
American Indian or Alaska Native	N/A	79.84	82.81
Asian	N/A	91.58	94.93
Filipino	N/A	90.76	93.45
Hispanic or Latino	N/A	88.94	86.54
Native Hawaiian or Pacific Islander	N/A	93.10	88.56
White	N/A	87.79	92.12
Two or More Races	N/A	89.47	91.15
Socioeconomically Disadvantaged	N/A	86.78	88.64
English Learners	N/A	43.14	56.74
Students with Disabilities	N/A	61.64	67.12
Foster Youth	N/A	84.72	74.08

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

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18	State 2015–16	State 2016–17	State 2017–18
Suspensions	1.07	0.66	0.9	0.93	0.76	0.79	3.65	3.65	3.51
Expulsions	0	0	0	0.02	0.02	0.02	0.09	0.09	0.08

School Safety Plan (School Year 2018–19)

Schwarzenegger Community School will comply with the California Healthy Schools Act. SCS provides screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

SCS has a Health, Safety and Emergency Plan in place prior to beginning the operation of the school and is reviewed annually. SCS ensures that staff has been trained in health, safety, and emergency procedures and maintains a calendar and conducts emergency response drills for students and staff. SCS and its employees and officers comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The health and safety of our students and staff members is our highest priority. For this reason, the CHIME Institute's Schwarzenegger Community School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies have been developed in consultation with the school's insurance carriers and has addressed the following topics:

- a requirement that all enrolling students and staff provide records documenting immunization against appropriate diseases
- policies and procedures for response to natural disasters and emergencies including fires and earthquakes, which will include regular fire and earthquake drills
- policies relating to preventing contact with blood-borne pathogens
- a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- policies relating to the administration of prescription medicines
- a policy that the school will be housed in facilities that have received Fire Marshal approval and that the facility has been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard
- a policy that the school location and facility will be investigated, inspected and tested in order to determine that it is free from environmental hazards
- a policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
- a requirement that each employee of the school submit to criminal background check and furnish a criminal record summary as required by Education Code Section 44237
- a detailed description for background check procedures in provided in this petition.
- Policies relating to a workplace free of sexual harassment.
- Policies that addresses bullying and suicide prevention.

These policies have been incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

SCS is opposed and will not tolerate any form of employee, contractor, or client harassment based upon a protected status such as sex, race, national origin, age, religion, sexual orientation, or disability. Employees should keep in mind that jokes, stories, slurs, cartoons, nicknames, and comments about appearance may be offensive to others.

CHIME continues to review and refine its safety procedures and to work on safety training with its faculty and students. CHIME also, in light of recent national school safety events, has collaborated with the Los Angeles Police Department to review and enhance our safety procedures on campus.

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) (School Year 2015–16)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22	0	5	0
1	21	2	2	0
2	22	0	4	0
3	18	1	3	0
4	27	0	3	0
5	27	0	3	0
6	25	1	26	0
Other**	-	-	-	-

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21	1	4	0
1	23	0	4	0
2	21	0	4	0
3	23	0	4	0
4	29	0	3	0
5	27	0	3	0
6	24	4	20	0
Other**	-	-	-	-

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22	0	5	0
1	20	4	0	0
2	22	1	3	0
3	22	0	4	0
4	30	0	4	0
5	29	0	3	0
6	28	0	24	0
Other**	-	-	-	-

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	25	1	5	0
Mathematics	25	1	5	0
Science	25	1	5	0
Social Science	25	1	5	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	22	3	3	0
Mathematics	24	0	1	0
Science	22	3	3	0
Social Science	22	3	3	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	24	2	5	0
Mathematics	24	0	6	0
Science	24	0	6	0
Social Science	24	1	5	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	230
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)	0	N/A
Other	DPL	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 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,643.46	3,326.49	7,316.96	57,702.41
District	N/A	N/A	7,543	75,094
Percent Difference – School Site and District	N/A	N/A	27.7%	30.1%
State	N/A	N/A	7,125	80,764
Percent Difference – School Site and State	N/A	N/A	2.69%	39.9%

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

Types of Services Funded (Fiscal Year 2017–18)

Thematic and Project-Based Learning: Project-based learning allows for discovery on a variety of levels. Through large units linked to the California State Standards, students develop a "deep" understanding of key concepts, make connections between content areas and practice skills needed to apply new concepts. In addition, students learn social and problem-solving skills as they work together.

Collaboration

Co-Teaching In a co-teaching model general education and special education teachers are partners in teaching, planning, and assessment. This team approach brings a variety of strengths to the classroom. Teachers meet in advance of teaching to plan strategies to address the needs of each individual student.

Related Services are embedded. By embedding them in general education classrooms, related service staff such as occupational therapists, physical therapists, adaptive physical educators and speech pathologists provide targeted support for students with disabilities that benefit all students. These experts train the teachers to implement evidence-based strategies to benefit all students.

Paraprofessionals are trained assistants who provide additional support in the classroom. Teachers and paraprofessionals work together to implement the instruction of all students. In addition, paraprofessionals provide the needed assistance of an additional adult to support students in small groups and individualized help. In the classroom teacher's absence, the paraprofessional can serve as the chief source of information for the substitute teacher. These partners become a critical component of the team as a whole.

Schoolwide Positive Behavior Support: A proactive approach to supporting student behavior that is now applied in schools across the country, Schoolwide Positive Behavior Support has been a critical component of CHIME's model from its inception. Expectations are taught and reinforced through the use of motivation, recognition, and careful analysis of misbehavior. Social skills and bullying prevention curricula are used and reinforced school wide. All students are viewed as key stakeholders who can help address school problems. Pupil counseling is provided by a counselor and school psychologist.

Family Partnerships: Administration, faculty and families come together to face challenges head on. Family input is welcomed on a range of issues impacting the school community, and families are considered experts on their children. Partnerships with families' support school programs through a wide range of volunteer opportunities. Recent Parent Association-led activities provided funding for art and music programs. The school has a parent volunteer-run library and an outdoor classroom that is used for cross-curricular and environmental education.

Differentiated Instruction: Adjustments are made based on individual student need to provide access to the core curriculum; Content, Process, Product; Curriculum is extended, modified, or accommodated based on the ability level of the student. Access to hands on learning, project-based learning, constructivist techniques, direct instruction, and variety of documentation methods. GATE strategies used in every classroom- Depth and Complexity Icons

University Partnership: In the past fifteen years, more than 800 students from California State University, Northridge completed assignments that require observation and/or participation in a school setting. With evidence-based practices for education that are closely linked to those taught by university faculty, students report a close connection between research and practice. CHIME has systems established to facilitate university student involvement on a variety of levels, and a designated liaison between the charter school and the university, which makes the process efficient, productive, and successful for future educators and provides an avenue for teachers to tap into the resources of the university.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43913	47903
Mid-Range Teacher Salary	70141	74481
Highest Teacher Salary	87085	98269
Average Principal Salary (Elementary)	116726	123495
Average Principal Salary (Middle)	131879	129482
Average Principal Salary (High)	133989	142414
Superintendent Salary	350000	271429
Percent of Budget for Teacher Salaries	31	35
Percent of Budget for Administrative Salaries	5	5

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

Advanced Placement (AP) Courses (School Year 2017–18)

N/A as CHIME is a TK-8 school

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

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

*Where there are student course enrollments of at least one student.

Professional Development

CHIME commits itself to supporting the staff by providing members substantive and regular opportunities to grow in their profession, and to provide the necessary tools to help them do their work effectively. Teachers work in teams to coordinate and integrate instruction, to develop lesson study sessions where they can discuss their teaching, and to discuss student achievement. They are also required to make their own professional goals and devise plans for meeting them. The school community supports them as they endeavor to improve their practice, both through on-going, organized staff development and by providing many informal opportunities for them to become ever more reflective about their practice.

Professional Growth and Development occurs for an entire week before school starts, with new teachers attending a week and a half of training. A needs assessment is conducted during the school year for PD topics for the next school year. Professional Development Surveys created in conjunction with CSUN's Center for Teaching and Learning were developed and are shared with faculty. The Center for Teaching and Learning is pivotal in providing professional development and assists in data collection towards future PD topics. Administration is an integral part of the CHIME/CTL partnership towards PD goals. The administration utilizes teacher evaluations and classroom observation to measure the effectiveness of professional development. California State University professors are invited to educate faculty and staff on topics such as co-teaching, conflict resolution, positive behavior support, etc. Families are also invited to do an in-service with faculty and staff on their children's specific needs. Professional Development also occurs twice a month on short day Tuesdays, and occurs weekly for paraprofessionals on Friday mornings. Professional Development is delivered by administrators, lead teachers, visiting teachers, CSUN professors, and external experts in identified areas of need, etc.

At the beginning of the year, administration oversees the formation and ongoing development of Professional Learning Communities at CHIME. Teachers work in Professional Learning Communities, becoming "experts" in educational topics such as ELL instruction, Universally Designed Instruction, Constructivism, etc. Teachers may investigate topics of their own interest as well, with administration gauging the relevance towards student achievement. Teachers share what they have discovered with faculty on the short Tuesdays, as well as meet in their PLC's to research professional articles. For the new term, professional development will include integrating technology, meeting the needs of English Learners, and integrating enrichment for high achievers.

Grade level co-planning is built into teachers' schedules and occurs once a week. Teachers also engage in debriefing at the end of every day, where they discuss strengths and challenges in working with particular students. Ideas and strategies are shared among paraprofessionals and teachers in debriefing.