



# Chaparral Elementary School

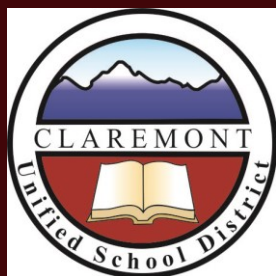
451 Chaparral Drive • Claremont, CA 91711-2643 • (909) 398-0305 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Claremont Unified School District

170 West San Jose Avenue  
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(909) 398-0609

[www.cusd.claremont.edu](http://www.cusd.claremont.edu)

#### District Governing Board

Beth Bingham, D.Min., President

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Superintendent

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Services

Julie Olesniewicz, Ed.D.  
Assistant Superintendent,  
Educational Services

Kevin Ward  
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Brad Cuff  
Assistant Superintendent, Student  
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### Principal's Message

I would like to welcome you to Chaparral Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

At Chaparral Elementary School, we consider ourselves a community of learners, which includes students, staff, parents, and business/community partnerships. Through this process we are preparing our students to be critical thinkers and problem solvers. Our students experience a balanced, rigorous, and challenging curriculum that allows for individual differences and fosters responsible citizenship in a safe and orderly environment.

### Mission Statement

Chaparral Elementary School strongly believes that "every student will experience success each day". The Chaparral community prepares its students to be critical thinkers and problem solvers. Our students experience a balanced, rigorous, and challenging curriculum that allows for individual differences and fosters responsible citizenship in a safe environment.

### School Profile

Chaparral Elementary School is located in the northern region of Claremont and serves students in kindergarten through sixth grade following a traditional calendar. At the beginning of the 2018-19 school year, 641 students were enrolled, including 12.8% in special education, 4.9% qualifying for English Language Learner support, and 22.2% qualifying for free or reduced price lunch.

## 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 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	95
Grade 2	69
Grade 3	90
Grade 4	91
Grade 5	102
Grade 6	106
<b>Total Enrollment</b>	<b>641</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
Asian	13.7
Filipino	2.5
Hispanic or Latino	29.3
White	43.5
Two or More Races	7.6
Socioeconomically Disadvantaged	22.2
English Learners	5
Students with Disabilities	12.8
Foster Youth	0.6
Homeless	6.9

## 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 for Chaparral Elementary	17-18	18-19	19-20
With Full Credential	28	30	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Claremont Unified	17-18	18-19	19-20
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Chaparral Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

All textbooks used in the core curriculum at Chaparral Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English language arts, math, science, and social science).

On Thursday, October 17, 2019, the Claremont Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #06-2020 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Claremont Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw-Hill Education, <i>Wonders</i> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2014 Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2006 Harcourt School Publishers, <i>California Science</i>  2006 Pearson Scott Foresman, <i>Scott Foresman California Science</i> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Harcourt School Publishers, <i>Reflections: CA Series</i>  2006 Pearson Prentice Hall, <i>Ancient Civilizations CA Series</i> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Chaparral Elementary School's original facilities were built in 1964; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority..

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and two evening custodians (one full-time and one part-time) are assigned to Chaparral Elementary School. The day custodian is responsible for:

- Logistical facility support

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- All cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: Friday, November 15, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Areas 9, 10, 11, 12, 17, 18, 20, & 21: Sliders need to be replaced.
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>ELA</b>	71	71	64	64	50	50
<b>Math</b>	67	63	51	51	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	24.0	26.0	31.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	373	97.39	71.31
Male	200	195	97.50	72.31
Female	183	178	97.27	70.22
Black or African American	--	--	--	--
Asian	52	50	96.15	84.00
Filipino	--	--	--	--
Hispanic or Latino	97	94	96.91	59.57
White	182	177	97.25	74.58
Two or More Races	31	31	100.00	77.42
Socioeconomically Disadvantaged	79	78	98.73	53.85
English Learners	27	25	92.59	64.00
Students with Disabilities	55	52	94.55	51.92
Homeless	19	19	100.00	0.00

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	375	97.91	62.93
Male	200	196	98.00	67.86
Female	183	179	97.81	57.54
Black or African American	--	--	--	--
Asian	52	51	98.08	82.35
Filipino	--	--	--	--
Hispanic or Latino	97	95	97.94	37.89
White	182	177	97.25	69.49
Two or More Races	31	31	100.00	83.87
Socioeconomically Disadvantaged	79	78	98.73	42.31
English Learners	27	27	100.00	62.96
Students with Disabilities	55	52	94.55	44.23
Homeless	19	19	100.00	0.00

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.

## 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 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, the school website, weekly emails, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (909) 398-0305 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

- Classroom Support
- Clerical Support
- Greeters/Safety Monitors/Valets
- Math Olympiad Support/Coach
- Small Group Intervention & Academic Support Projects
- Special Events

#### Committees

- English Learner Advisory Council
- Parent Faculty Association
- School Site Council
- District English Learner Advisory Committee
- LCAP Parent Advisory Committee

#### School Activities

- Career Day
- Family Fun Nights
- Math Olympiad
- Poetry Month
- Roadrunner Dine and Bid
- Spelling a-Thon

#### 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.

#### School Safety Plan

The Comprehensive School Site Safety Plan was developed for Chaparral Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and School Site Council in October 2019. Fire Drills, Lock Down Drills and Earthquake drills are conducted regularly. Please see our webpage for more information regarding our comprehensive Safety Plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.8	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		24		4		22	1	3	
1	22		4		24		3		24		4	
2	24		3		24		4		23		3	
3	24		5		22		4		23		4	
4	32		2	1	34			3	29		3	
5	33		1	2	33			3	33			3
6	32		1	2	28	1		3	28	1		3
Other**	8	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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	42	27	30

All training and curriculum development activities at Chaparral Elementary School revolve around the California State Standards and other identified needs. During the 2018-19 school year, Chaparral Elementary School held staff development training devoted to:

- Professional Learning Communities
- California State Standards
- iPad Training and Technology Integration
- Formative Assessment Techniques
- English Language Arts/English Language Development Framework
- Response to Intervention and Positive Behavior Interventions and Supports
- California Assessment of Student Performance Institute
- California NGSS: Implementing Three-Dimensional Science Learning
- Path to Proficiency

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Chaparral Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Chaparral Elementary School's teachers attended the following events hosted by the Claremont Unified School District:

- Next Generation Science Standards (NGSS)
- Illuminate Training
- iPad Training
- Response to Intervention and Positive Behavioral Intervention and Supports
- Special Education Training
- Thinking Maps
- Canvas training
- Grade Level Collaboration
- Comprehensive Health Education



Chaparral Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,444	\$49,084
Mid-Range Teacher Salary	\$75,923	\$76,091
Highest Teacher Salary	\$104,412	\$95,728
Average Principal Salary (ES)	\$120,167	\$118,990
Average Principal Salary (MS)	\$128,327	\$125,674
Average Principal Salary (HS)	\$133,616	\$137,589
Superintendent Salary	\$295,996	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

In addition to general fund state funding, Claremont Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- Educator Effectiveness Grant
- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education (Workability, Mental Health, IDEA, etc.)
- State Lottery
- Title I, Title II, Title III, and Title IV
- Vocational Programs

Chaparral Elementary School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education as well as a variety of interventions and services for targeted students. A district bilingual aide is available to support Immigrant and English language learning students. A breakfast and lunch program and a parent-financed Extended Learning/Day Care Program are available before and after school.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,995	\$846	\$5,149	\$88,493
District	N/A	N/A	\$2,290	\$83,381.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	76.9	5.9
School Site/ State	-37.3	12.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.