



# CHAPARRAL ELEMENTARY SCHOOL

## 2002-2003 School Accountability Report Card

June, 2004



School Information		District Information	
<b>School Name</b>	Chaparral Elementary	<b>District Name</b>	Claremont Unified
<b>Principal</b>	Lori Kerns	<b>Superintendent</b>	Sheralyn Smith, Ed.D
<b>Street</b>	451 Chaparral Drive	<b>Street</b>	2080 N. Mountain Ave.
<b>City, State, Zip</b>	Claremont, CA 91711	<b>City, State, Zip</b>	Claremont, CA 91711
<b>Phone Number</b>	909 398-0305	<b>Phone Number</b>	(909) 398-0609
<b>Fax Number</b>	909 398-0306	<b>FAX Number</b>	(909) 621-0180
<b>Web Site</b>	www.cusd.claremont.edu	<b>Web Site</b>	www.cusd.claremont.edu
<b>Email Address</b>	lkerns@chs.cusd.claremont.edu	<b>Email Address</b>	drsmith@cusd.claremont.edu
<b>Enrollment</b>	610	<b>SARC Contact</b>	Lori Kerns
<b>Grades Served</b>	K-6	<b>CDS Code</b>	19 64394 6012157

### Parental Involvement

Parents and the community are very supportive of the education program at Chaparral Elementary School. The Chaparral Parent Faculty Association (PFA) has made generous contributions of financial support and insurmountable volunteer hours which allows for a level of excellence in maintaining a rich and balanced curricular program for all students. PFA fundraisers enable the school to offer a vocal music program, the Art Masters appreciation and fine arts program, assemblies, family activities, incentives for award programs, classroom and teacher support for curricular necessities and much more. We acknowledge and graciously appreciate the generosity and hard work of our PFA and support from our school community.

Our parents also serve on the School Site Council (SSC) which meets monthly and oversees curriculum and budget.

In addition, many parents volunteer on a regular basis in the classroom working with individual or small groups of students or supporting the teacher in clerical situations.

For additional information about organized opportunities for parent involvement at Chaparral Elementary School, please contact Nancy Stamm at 909-398-0305.

### Board of Education

Jeanne Hamilton, President  
 David Speak, Vice President  
 Samuel Mowbray, Member  
 Jack Mills, Member  
 Joan Presecan, Member





## SCHOOL DESCRIPTION

Chaparral School, a California Distinguished School, is a community of warm, caring adults and students with a thirst for knowledge. Chaparral takes pride in the fact that it provides a high quality program to all students at all levels of ability. Chaparral has a long history of continued commitment to excellence in education. Over the years, Chaparral has been recognized for its outstanding program by such awards as the Top Schools Award for Excellence, Los Angeles County Board of Education Meritorious Service Award, nominations by the State of California for national recognition, and The BRAVO Award school category.

In addition to its outstanding academic programs, Chaparral believes in a well-balanced curriculum as noted by its exemplary program nominations for Outdoor Education by the Los Angeles County Board of Education and The BRAVO Award for outstanding inclusion of the Visual and Performing Arts in all areas of the curriculum.

A vital part of Chaparral's program is its parent participation, which allows it to draw on the extensive talents of caring parents and the larger Claremont community. University and college partnerships further enrich the school's rich culture.

Chaparral attributes its successful achievements to a highly qualified and dedicated staff and faculty; the research-based Effective Schools Program; and a collaborative program involving students, parents, community and staff.

Chaparral is working to modernize and expand its technology program to prepare its students for the 21st Century. At Chaparral, we are dedicated to a program that continues to meet the needs of all students and instill in them the joy of learning.

## MESSAGE FROM THE PRINCIPAL



The purpose of the School Accountability Report Card is to provide parents and community with information about the school's instruction programs, academic achievement, materials and facilities, and the staff. Information about Claremont Unified School District is also provided.

Parents and community play a very important role in the school. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. Chaparral Elementary School has an ongoing tradition of academic excellence with a strong infusion of the visual and performing arts. Knowledge of the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

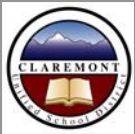
The staff at Chaparral Elementary believes each child is deserving of a rich educational environment. We have made a commitment to provide the best curricular program possible for our students. The excellent quality of our program is a reflection of our highly committed staff and equally dedicated families. Our goal is to ensure that Chaparral Elementary School is a welcoming, stimulating environment where students are actively involved in learning academics, life-long skills, as well as positive values. Through our collaborative hard work with parents, our students will be challenged to reach their maximum potential.

## MISSION STATEMENT AND GOALS

At Chaparral Elementary School, we consider ourselves a community of learners, which includes students, staff, parents and business 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. The Claremont Unified School district has a strong comprehensive mission statement. This statement is posted in the front office and communicated to the community. Chaparral incorporates this mission statement and district goals and objectives in its yearly assessment and goals/objectives.

**Goals** – Our goals for the 02-03 school year continue to emphasize the following areas:

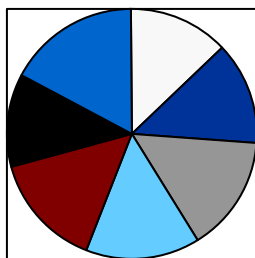
- **English-Language Arts** – Students read with increasing fluency, independence, accuracy, and understanding from a range of literature. Students will apply the essential reading strategies and skills necessary to construct meaning from a wide variety of literary and expository texts.
- **Mathematics** – Students will compute and solve problems accurately, apply mathematics concepts in real life situations, and explore mathematical ideas in-depth over long periods of time within a grade and from year-to-year.
- **Staff Development and Professional Collaboration** – Staff will focus on effective instructive strategies and expand opportunities for professional collaboration, particularly in the examination of student work.



### DEMOGRAPHIC INFORMATION, STUDENT ENROLLMENT

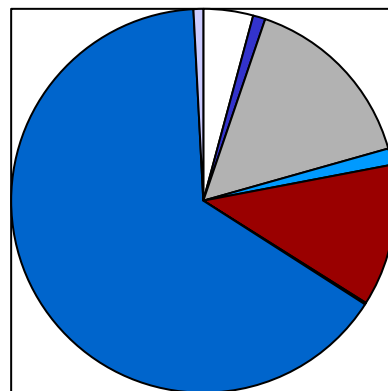
The total enrollment at Chaparral Elementary School was 610.

The percentage of students is the number in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.



Grade K: 80 (13%)	Grade 1: 81 (13%)
Grade 2: 90 (15%)	Grade 3: 90 (15%)
Grade 4: 90 (15%)	Grade 5: 74 (12%)
Grade 6: 105 (17%)	

African-American: 26 (4.3%)
American Indian or Alaska Native: 6 (1.0%)
Asian-American: 93 (15.2%)
Filipino-American: 8 (1.3%)
Hispanic or Latino: 72 (11.8%)
Pacific Islander: 2 (0.3%)
White (Not Hispanic): 393 (64.4%)
Other: 10 (1.6%)



### SCHOOL SAFETY PLAN

The district maintenance, staff, site custodians and entire school community help maintain the campus and buildings. To maintain a safe and healthy environment all custodians and maintenance staff receive training in general maintenance procedures, handling hazardous materials, safety procedures, playground equipment safety checks, and work safety issues. District staff are trained and reminded to handle all potentially unsafe situations in a timely manner.

Students and staff participate in monthly scheduled fire and disaster training drills. The district provides each site with an Emergency Preparedness Plan and Operations Manual. In turn, each site has developed a specific Emergency Plan that is compliance with California Government Code 8607, California Standardized Emergency Management System (SEMS), and California Education Code, Section 35295. The plans were developed in cooperation with state, county, and city officials and include specific courses of action to be taken in case of an emergency. All of the schools meet Field Act requirements. Each school has developed a safety plan. This can be found at each school office as part of their Comprehensive School Improvement Plan.

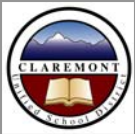
To adequately maintain the schools, the district has developed a five year deferred maintenance plan for repairing and maintaining all sites. The plan includes major repairs such as roof replacement, carpet replacement and asphalt replacement. All sites are on a rotation plan for repainting.

**Date of Last Review/Update: 3/2003**  
**Date Last Reviewed with Staff: 3/2003**

### SCHOOL PROGRAMS

Chaparral places a high priority on a safe and orderly learning environment. We recognize that the quality of learning environment is in direct proportion to the quality of instruction. Classroom rules and consequences are clearly communicated to parents and students. Recognition of appropriate behaviors and positive decision making skills is emphasized throughout the school. Student self esteem is embedded in the curriculum and daily activities throughout the school day. High visibility of student work and student participation is encouraged. Regular and punctual attendance is emphasized and excessive tardies are dealt with individually between administration and families. Students receive frequent recognition for strong academics, honorable citizenship, positive sportsmanship and artistic abilities.





### SUSPENSIONS AND EXPLUSIONS

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading.

Year	Chaparral Elementary			District		
	2003	2002	2001	2003	2002	2001
<b>Suspensions (number)</b>	11	6	3	362	380	349
<b>Suspensions (rate)</b>	1.8	1.01	0.52	5.28	9.1	8.73
<b>Expulsions (number)</b>	0	0	0	11	23	22
<b>Expulsions (rate)</b>	0	0	0	0.16	0.55	0.55

### SCHOOL FACILITIES



Chaparral School was built in 1964 and has twenty-two classrooms, a multi-purpose room, computer lab, library and two After-School Day Care rooms. In order to accommodate the increasing enrollment experienced during the past few years, five relocatables have been added to the campus. The campus and buildings are maintained by the district maintenance staff and 2.5 on site custodians. To maintain a safe environment, all custodians receive training on general procedures, plus how to handle special items, which could develop into hazards.

### STAR

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CALIFORNIA STANDARDS TEST

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The following data is the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST-ALL STUDENTS	Chaparral Elementary School			District			State		
	2003	2002	2001	2003	2002	2001	2003	2002	2001
<b>English Language Arts</b>									
<b>Proficient or Advanced</b>	61	57	55	51	49	48	35	32	30
<b>Mathematics</b>									
<b>Proficient or Advanced</b>	74	59		51	47		35	31	



CST-SUBGROUPS	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	55	66	24	47	62	0	66	
Mathematics								
Proficient or Advanced	74	73	67	56	75	15	79	

CST – RACIAL/ETHNIC GROUPS	African American or Black	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English Language Arts							
Proficient or Advanced	39		72		46		62
Mathematics							
Proficient or Advanced	44		91		56		75

### NORM-REFERENCED TEST (NRT)

Reading and mathematics results from the Norm-Referenced Test adopted by the State Board of Education (Stanford 9 test up until 2003, but was changed to the California Achievement Test for 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT READING (ALL STUDENTS)								
Chaparral			District			State		
2003	2002	2001	2003	2002	2001	2003	2002	2001
69	77	76	65	64	64	43	45	44

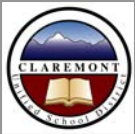
NRT MATHEMATICS (ALL STUDENTS)								
Chaparral			District			State		
2003	2002	2001	2003	2002	2001	2003	2002	2001
82	84	84	66	71	69			

NRT READING (SUBGROUPS)							
Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities		Migrant Education Services
			Yes	No	Yes	No	
64	74	33	47	71	12	74	

NRT MATHEMATICS (SUBGROUPS)							
Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities		Migrant Education Services
			Yes	No	Yes	No	
80	84	70	58	84	24	87	

NRT READING (RACIAL/ETHNIC)						
African American or Black	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
61		77		58		71

NRT MATHEMATICS (RACIAL/ETHNIC)						
African American or Black	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
61		94		67		84



### CALIFORNIA FITNESS TEST



Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards).

	Chaparral			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	54.9	64.7	45.9	34.0	33.2	34.9	23.1	24.5	21.7

### ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

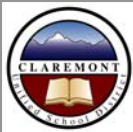
- Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.
- Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target. Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.
- Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).
- Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

### SCHOOL WIDE API

	API Base Data				API Growth Data		
	2002	2001	2000		Year	02-03	01-02
Year	2002	2001	2000	Year	02-03	01-02	00-01
Percentage Tested	100	99	100	Percentage Tested	100	100	99
Base API Score	823	834	824	API Growth Score	853	835	851
Growth Target	A	A	#	Actual Growth	30	1	27
Statewide Rank	9	9	9				
Similar Schools Rank	1	1	2				





API SUBGROUPS – RACIAL/ETHNIC GROUPS							
API Base Data				API Growth Data			
	2002	2001	2000		02-03	01-02	00-01
<b>Asian-American</b>							
Base API Score	906	895		API Growth Score	904	915	
Growth Target	A	A		Actual Growth	-2	20	
<b>White [Not Hispanic]</b>							
Base API Score	822	843	830	API Growth Score	854	833	856
Growth Target	A	A	#	Actual Growth	32	-10	26

**API-BASED AWARDS AND INTERVENTION PROGRAMS**

California program data is based on API growth data from the previous academic year.  
 \*\*\*The II/USP Program was not funded for the year 2002 or 2003.

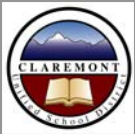


	2003	2002	2001
<b>California Programs (School)</b>			
Eligible for Governor's Performance Award	NO	YES	YES
Eligible for II/USP	***	NO	NO
Applied for II/USP Funding	***	NO	NO
Received II/USP Funding	***	NO	NO
<b>Federal Programs (School)</b>			
Recognition for Achievement (Title1)	NO	NO	NO
Identified for Program Improvement (Title 1)	NO	NO	NO
Exited Title 1 Program Improvement	NO	NO	NO
Years Identified for Program Improvement	NO	NO	NO
<b>Federal Programs (District)</b>			
Number of Schools Identified for Program Improvement	0	0	0
Percentage of Schools Identified for Program Improvement	0.0	0.0	0.0

**ADEQUATE YEARLY PROGRESS (AYP)**

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, districts and schools must improve each year according to set requirements. More detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Year	Chaparral			District		
	2003	2002	2001	2003	2002	2001
All Students	YES			YES		
African American or Black	N/A			NO		
American Indian or Alaskan Native	N/A			N/A		
Asian	YES			YES		
Filipino	N/A			N/A		
Hispanic or Latino	N/A			YES		
Pacific Islander	N/A			N/A		
White (not Hispanic)	YES			YES		
Socioeconomically Disadvantaged	N/A			YES		
English Learners	N/A			YES		
Students with Disabilities	N/A			NO		



### CLASS SIZE

Class size and class size distribution is the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

	2003				2002				2001			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
Grade K	15.00	4			15.83	5			15.83	4		
Grade 1	20.00	4			20.50	4			20.50	4	1	
Grade 2	19.00	4			19.50	4			19.50	3		
Grade 3	19.50	4			23.50	4			23.50	5		1
Grade 4	30.50		2		33.00		2		33.00			2
Grade 5	33.00			2	31.00		2	1	31.00		1	
Grade 6	34.00			3	32.50		1	2	32.50		1	1
Grades K-3	20.00	1			19.00				19.00	1		
Grades 3-4												
Grades 4-8	30.00		1						25.25	1	3	
Other												

**Class Size Reduction** — California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.



	PERCENT OF PUPILS		
	2003	2002	2001
Grade K	100	100	100
Grade 1	100	100	100
Grade 2	100	100	100
Grade 3	100	100	100

### TEACHER AND STAFF INFORMATION

Part-time teachers are counted as 1 (one). If a teacher works at two schools, he/she is only counted at one school. Data is not available for teachers with a full credential and teaching outside his/her subject area.

#### TEACHER CREDENTIAL INFORMATION

	2003	2002	2001
Total Number of Teachers	28	28	27
Full Credential (full credential and teaching in subject area)	27	25	24
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential: (includes District and University Internship, Pre-inters and Emergency Permits)	1	2	2
Teacher with Waivers: (does not have credential and does not qualify for an Emergency Permit)		1	1



- **Teacher Evaluations :** Teachers in the Claremont Unified School District are evaluated on a regular basis by the principal (or Assistant Principal at the secondary schools). The staff evaluation plan adopted by the Board of Education and Claremont Faculty Association conforms to State evaluation mandates and mirrors research in effective teaching. Tenured teachers are evaluated every second year; non-tenured staff twice each year. The administrators participate in an annual training program to refine their skills in supervision.
- **Substitute Teachers:** There is a shortage of substitute teachers throughout California and this shortage has been felt in some curricular areas in Claremont; however, the district is fortunate to maintain a pool of highly qualified individuals who serve as substitutes. When a teacher is absent for any reason, his/her class must be covered by a credentialed substitute teacher. Sometimes it is necessary for teachers to reschedule school business activities if sufficient substitutes are not available on a given day. The salary paid to substitute teachers remains competitive with neighboring districts.

### COUNSELORS AND OTHER STAFF SUPPORT

The counselors and other staff support reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Counselor	0
Library/Media	.8
Psychologist	.25
Social Worker	0
Nurse	.32
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1
Other	1



### CURRICULUM AND INSTRUCTION

**School Instruction and Leadership —** Strong instructional leadership is a critical factor in school effectiveness. At Chaparral, leadership is a responsibility shared between the principal, staff members, District administration students and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Such committees are:

- School Site Council
- PFA
- Shared Decision Making
- Wing Leaders (Leadership Team)
- Budget Committee
- Student Study Teams (SST)
- Individual Education Plan (IEP) Teams

Our School Site Council and Shared-Decision Committee meet regularly and work together to establish and monitor the effectiveness of our School Improvement program, which is aligned with district and school goals. They, along with the Budget Committee also help develop an integrated plan to optimize the use of State and Federal funding to benefit all students. Parents are also encouraged to be involved in their child's education through volunteering in the classroom, as well as attending numerous school-wide events held throughout the year. Many parents serve as chaperones on numerous over night field trips, (i.e., Pilgrim Ship, Science Camp, Space Camp). Parents are kept abreast of school activities through school, classroom and PFA newsletters, school and district websites, Parent/student/teacher conferences, Back to School Night, Open House and various PFA and curricular events. All teachers and the school's administration have access to e-mail, and regularly correspondence is welcome.

Chaparral's instructional program emphasizes an academic focus with rigorous content. There is a continual effort to maximize instructional time. Homework is assigned on a regular basis and there is high standard of expectation from our students. In addition to a broad-based academic curriculum, Chaparral with the assistance of the Parent Faculty Association, provide an enriched fine arts program. A vocal music instructor provides weekly music lessons to all students. We also are fortunate to have the services of the "Art Masters" program. Chaparral has received recognition for its academic program, visual and performing arts, and physical education and health education program.

Students with special needs are regularly assessed and placed in the least restrictive environment. Each teacher works closely with our Special Education Specialist and the parents to provide the most appropriate education.



**Professional Development** –The district continues to provide professional development activities to all staff members based on the needs as identified by the district curriculum committees. The Claremont USD Par Teachers support teachers who are new to the district and teachers changing assignments and/or seeking assistance in instructional strategies or subject matter content. In 1999-2000, the district began a Beginning Teacher Support and Assessment program and a Preintern program to provide assistance to the recently credentialed teacher.

The district has focused on areas of high priority such as literacy and mathematics and has aggressively sought out grants to assist in funding some of the professional development activities. In addition, the district has encouraged staff members to seek advanced degrees and certifications.

Currently the district has ten National Board Certified Teachers and approximately eight candidates.

### TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Claremont Unified School District attempts to follow the eight- year adoption cycle of the state, enabling us to take advantage of adopting the latest materials for use in the classrooms. The school district and all school sites provide instructional materials that align with the State of California frameworks and requirements. The instructional materials are funded from Instructional Material fund (IMF) resource allocation, Lottery funds, and School Improvement funds.)

During the 2000-2001 all elementary schools received new Mathematics textbooks along with supplemental materials to implement the new math program. This selection like all materials selection involved teachers, parents, community members, and students. The Mathematics materials included the choice and purchase of more skill-based resources for use in the classroom. Also, during the 2002-2003 all elementary schools received new Language Arts textbooks and materials aligned to the state standards. The process was the same in the selection of the materials as all stakeholders were involved in the decision making.

In previous years science materials were purchased including supplies for science instruction through the California Science Implementation Network model (CSIN). The Board of Education has assisted these programs through additional funds above the state textbook allocation. Without this assistance we would not have quality materials available for students and teachers.

The library has print and non-print materials, which support the instructional program. The collection is aging and needs to be updated to meet the current instructional program demands. This is especially true in areas of science, technology, and history. Some site funds are set aside each year for this purpose.

LANGUAGE ARTS		
PUBLISHER	COPYRIGHT	ADOPTED
HOUGHTON-MIFFLIN	2002	2003
MATHEMATICS		
PUBLISHER	COPYRIGHT	ADOPTED
SCOTT FORESMAN	2001	2001
HISTORY/SOCIAL STUDIES		
PUBLISHER	COPYRIGHT	ADOPTED
HOUGHTON-MIFFLIN	1991	1995

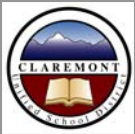


### INSTRUCTIONAL MINUTES

The California Education Code establishes a required number of instructional minutes per year for each grade level. The data presented here compares the number of instructional minutes offered at the school to the state requirement for each grade.

**Total Number of Minimum Days** – For the current school year, Chaparral Elementary School provided 180 days of instruction, comprised of 170 regular days and 10 minimum days. Minimum days are used by school staff for curriculum development, instructional planning, coordination between teachers, parent conferences, and professional in-services.

	OFFERED	STATE REQUIREMENT
Grade K	36,000	36,000
Grade 1	50,750	50,400
Grade 2	50,750	50,400
Grade 3	50,750	50,400
Grade 4	54,075	54,000
Grade 5	54,075	54,000
Grade 6	54,075	54,000



**FISCAL AND EXPENDITURE DATA**

**Types of Services Funded** – Currently the district spends \$7,197 per student. Seventy cents of every dollar went directly to the classroom, twenty-five cents was spent for classroom support, and five cents for district support.

- **70% direct to classroom** includes teachers, instructional assistants, books, materials, supplies, and equipment.
- **25% for classroom support** includes the principal, office, student support staff, curriculum support, transportation, maintenance and operations of school buildings, and grounds maintenance.
- **5% for district support** includes the board of education, superintendent, and district departments. Average Salaries (Fiscal Year 2001-2002) Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.



**AVERAGE SALARIES (FISCAL YEAR 2001-2002)**

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary	\$37,592	\$35,344
Mid-Range Teacher Salary	\$55,476	\$55,581
Highest Teacher Salary	\$75,849	\$69,990
Average Principal Salary (Elementary Schools)	\$94,645	\$86,279
Average Principal Salary (Middle Schools)	\$101,072	
Average Principal Salary (High) Schools)	\$105,239	
Superintendent Salary	\$130,846	\$131,273
Average of Budget for Teacher's Salaries	43.13%	42.90%
Percentage of Budget for Administrative Payrolls	6.04%	5.64%

**EXPENDITURES (FISCAL YEAR 2001-2002)**

District Total Dollars	\$43,236,327
District Dollars per Student (ADA)	\$6,410
State Average for Districts in the Same Category: Dollars per Student (ADA)	\$6,770
State Average for All Districts: Dollars per Student (ADA)	\$6,719