

# School Accountability Report Card

Reported for School Year 2004-05

Published During 2005-06



## Chaparral Elementary



### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>.

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

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 Dr.	<b>Street</b>	2080 North Mountain Ave.
<b>City, State, Zip</b>	Claremont, CA 91711-2643	<b>City, State, Zip</b>	Claremont, CA 91711-2643
<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>	<a href="http://tweek.cusd.claremont.edu/chaparral/">tweek.cusd.claremont.edu/chaparral/</a>	<b>Web Site</b>	<a href="http://www.cusd.claremont.edu">www.cusd.claremont.edu</a>
<b>Email Address</b>	<a href="mailto:lkerns@chs.cusd.claremont.edu">lkerns@chs.cusd.claremont.edu</a>	<b>Email Address</b>	<a href="mailto:drsmith@chsmail.claremont.edu">drsmith@chsmail.claremont.edu</a>
<b>CDS Code</b>	19643946012157	<b>SARC Contact</b>	<a href="mailto:kyip@chs.cusd.claremont.edu">kyip@chs.cusd.claremont.edu</a>

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Chaparral Elementary School is located in southern California about thirty miles east of Los Angeles. Nestled in the San Gabriel Valley and the city of Claremont, Chaparral School is within walking distance of the seven Claremont Colleges.- Chaparral Elementary School served 650 students in grades kindergarten through sixth during the 2004-2005 school year. Chaparral has a culturally rich student population. Students (37%) represent ethnic groups and cultures from around the world.

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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.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name:</b>	Liz Weigand	<b>Contact Person Phone Number:</b>	(909) 398-0305
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One of the strong features of the Chaparral program is its home-school cooperation and support. The community involvement includes a wide use of parent volunteers, regular parent conferences, a picture person program, a very active Parent Faculty Association, and School Site Council (SSC), a PFA and Claremont Educational Foundation (CEF) supported Vocal music program and the Art Masters fine arts program. In addition, the PFA supports many other areas of the educational program such as the library, field trips, technology, assemblies, classroom support and school-activities.

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## II. Demographic Information

### Student Enrollment - Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	80
Grade 1	81
Grade 2	97
Grade 3	84
Grade 4	102
Grade 5	101
Grade 6	101
<b>Total Enrollment</b>	<b>646</b>

### Student Enrollment - Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	19	2.9
American Indian or Alaska Native	4	0.6
Asian	90	13.9
Filipino	6	0.9
Hispanic or Latino	88	13.6
Multiple or No Response	51	7.9
Pacific Islander	1	0.2
White (Not Hispanic)	387	59.9

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	11/1/2005	<b>Date Last Discussed with Staff</b>	1/11/2006
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Creating and maintaining a safe environment is the utmost priority of the staff. We annually review, reorganize and practice our Disaster Drills over and beyond what is required by State or District guidelines. All staff is trained and involved in the process. Chaparral places a high priority on a safe and orderly learning environment. We recognize that the quality of the learning environment is in direct proportion to the quality of instruction. The Chaparral Family believes in positive leadership. Every person, student to adult, is expected to exhibit positive leadership where mutual respect and responsible choices are the expectations everyday. Parent visibility is strong throughout the classrooms. Positive leadership is expected whether on campus or on field trips. It is our intent that strong leadership decision-making skills will transfer into the students' home life and community. Classroom and playground rules and consequences are clearly communicated to parents and students through the Chaparral Family Handbook, Classroom Chats, newsletters, assemblies, and morning announcements. Recognition of good behavior is emphasized in the classroom and throughout the school. Student self-esteem is an integral part of our instructional program. High visibility of student work is evident in the classrooms, main office and library.

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## School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

Students are fortunate to have a dedicated, committed and professional staff to work with every day. Staff reflects on student work on a regular basis. With each reflection, staff conscientiously revises, implements and evaluates those efforts with the best interest of increasing student learning. Staff members update their professional skills by attending workshops and participating in staff development opportunities. In a sense, we never stop trying to be the best we can be. These efforts were recognized, validated and acknowledged statewide in 2003 through the California School Recognition program. Chaparral Elementary School is a California Distinguished School.

Our 610 students come to school with a wide variety of skills, learning styles and needs. Our school provides multiple programs and implements an extensive range of strategies to address those skills and needs.

Student Study Teams assist teachers in the modification of instructional program and provision of support services in the regular classroom setting.

Guidance Teams support staff, students and parents in confirming or denying the existence of a learning disability which may require resource specialist services.

Language, Speech and Hearing services are available to assist students with speech and language delays

Whole day Special Education classes offer an educational class setting for those students assessed with academic challenges who would benefit from a more restrictive learning environment.

Mainstreaming and reverse mainstreaming opportunities are available for Special Day Class students as they demonstrate strength in handling the rigor of the general education classroom.

English Language Learners are supported in the classrooms through all activities by teachers who hold CLAD certification and through services provided by the ELL instructional aide.

Multiple Intelligence strategies are incorporated in lessons thus offering students a variety of ways to demonstrate their understanding of the concepts being taught.

Multiple measures of assessment are used on a frequent and regular basis to evaluate student progress toward grade level curriculum and California Standards in language arts and math. Review of our Continuous Improvement Plan/Single Plan for Student Achievement and school goals offers a road map for staff and parents to examine, revise, implement and evaluate our program. The annual School Site Council Parent Survey is a vehicle for parents to give direct input on their view of the benefits of the instructional program for their student(s). This input is reviewed by staff and School Site Council each year and appropriate adjustments are made.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	11	1	15	362	1133	1271
<b>Rate of Suspensions</b>	1.8	.16	2.3	5.28	16.5	18.3
<b>Number of Expulsions</b>	0	0	0	11	8	9
<b>Rate of Expulsions</b>	0	0	0	.16	.11	.12

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## IV. School Facilities

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

As mentioned previously, safety is our number one priority when it comes to creating a productive learning environment. Safety issues are addressed immediately and aggressively. District Facilities, Maintenance, and Operations (FMO) is very supportive and reactive as the need arises. All staff, parents and students are trained to keep a watch for safety issues on our campus. Our school recently completed two years of remodernization, therefore; our facilities are in very good physical shape. During the 2006 summer, the majority of our roofs will be reroofed. Restrooms are new and clean. They are checked daily for supplies and cleanliness in addition to daily sanitizing. Our school grounds are kept in excellent condition due to the teamwork of the District FMO/Grounds, an outside mowing company and our site custodian crew.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

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## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	61	57	66	51	51	57	35	36	40
Mathematics	74	73	73	51	48	52	35	34	38
Science	--	38	74	27	40	44	27	25	27
History-Social Science	--	--	--	41	42	49	28	29	32

### CST - Racial and Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Racial/Ethnic Category	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
English-Language Arts	32	*	83	*	50	*	70
Mathematics	55	*	88	*	57	*	76
Science	*	*	95	--	*	--	76

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## CST - Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subgroups	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
English-Language Arts	63	69	38	35	31
Mathematics	75	72	42	37	41
Science	75	74	*	*	*

## Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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 - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	69	67	65	65	66	61	43	43	41
Mathematics	82	78	73	66	67	68	50	51	52

### NRT - Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	African-American	Asian	Hispanic or Latino	Pacific Islander	White (Not Hispanic)
Reading	*	83	50	*	73
Mathematics	*	75	50	*	91

### NRT - Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities
Reading	58	74	*	*	27
Mathematics	71	76	*	*	45

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

**No Data Available**

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## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	52.5	45.3	60.4	23.0	18.4	27.1	24.5	22.3	26.7
7	--	--	--	38.5	34.4	42.2	28.8	26.8	30.9
9	--	--	--	53.1	52.2	53.9	26.7	27.5	25.8

## Academic Performance Index

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 percent of the distance between its API Base 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 awards.

### Subgroup APIs and Targets:

In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

### Percent Tested:

To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

### Statewide Rank:

Schools receiving a API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

### Similar Schools Rank:

Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

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## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	100	99	Percent Tested	100	99	100
API Base Score	823	853	839	API Growth Score	853	847	860
Growth Target	A	A	A	Actual Growth	30	-6	21
Statewide Rank	9	9	9				
Similar Schools Rank	1	1	2				

## API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

		API Base Data					API Growth Data		
		2002	2003	2004			From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Asian	API Base Score	906	912	--	Asian	API Growth Score	904	--	936
	Growth Target	A	A	--		Actual Growth	-2	--	--
White (Not Hispanic)	API Base Score	822	853	854	White (Not Hispanic)	API Growth Score	854	863	873
	Growth Target	A	A	A		Actual Growth	32	10	19

## API - Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

**No Data Available**

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

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## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
Overall	Yes	Yes	Yes	No	Yes	Yes

### AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	N/A	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yes	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	Yes

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## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
Year Identified for Program Improvement	-	-
Year in Program Improvement	-	-
Year Exited Program Improvement	-	-
Number of Schools Currently in Program Improvement	-	0
Percent of Schools Identified for Program Improvement	-	0.00

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

	2003				2004				2005			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	15.0	4	--	--	18.6	5	--	--	16.0	5	--	--
1	20.0	4	--	--	19.5	4	--	--	20.0	4	--	--
2	19.0	4	--	--	20.0	4	--	--	18.8	5	--	--
3	19.5	4	--	--	19.8	5	--	--	20.0	4	--	--
4	30.5	--	2	--	29.7	--	3	--	33.3	--	1	2
5	33.0	--	--	2	32.5	--	1	1	33.3	--	--	3
6	34.0	--	--	3	33.5	--	--	2	31.3	--	3	--
K-3	20.0	1	--	--	19.5	2	--	--	--	--	--	--
4-8	30.0	--	1	--	29.0	--	1	--	--	--	--	--

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

**No Data Available**

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## Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent Of Students Participating		
	2003	2004	2005
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	91.5
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	93.2

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	29	30	31
Teachers with Full Credentials	27	28	30
Teachers Teaching Outside Subject Area	0	0	0
Teachers in Alternative Routes to Certification	0	1	1
Pre-Internship	1	0	0
Teachers with Emergency Permits	1	1	1
Teachers with Waivers	0	0	0

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## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	3.2	3.3
Master's Degree plus 30 or more semester hours	19.4	24.6
Master's Degree	19.4	19.7
Bachelor's Degree plus 30 or more semester hours	48.4	35.5
Bachelor's Degree	9.7	17.0
Less than Bachelor's Degree	0.0	0.0

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teachers in the Claremont Unified School District are evaluated on a regular basis by the principal. 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. Permanent 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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. Our substitute sub-caller is all automated. Staff has been trained in the correct procedures and find the system easy to navigate.

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## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

**No Data Available**

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

**No Data Available**

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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 that 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 grade level overnight field trips, (i.e., Pilgrim Ship, Science School, 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, provides 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.

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## Professional Development

Information about the program for training the school's teachers and other professional staff.

The district continues to provide professional development activities to all staff members based on the needs as identified by the district site administrators and teachers. Teachers are actively engaged in ongoing professional development through regular staff meetings, grade level meetings and three voluntary Professional Development Days. 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, certifications, conferences, workshops and other professional activities providing training to both certificated and classified personnel. Currently the district has six National Board Certified Teachers.

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Holt, Rinehart and Winston
Mathematics	Prentice Hall
Science	Prentice Hall
History-Social Science	McDougal-Littell

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient
Mathematics	Sufficient
Science	Sufficient
History/Social Science	Sufficient
Foreign Language	N/A
Health	Sufficient
Science Laboratory Equipment (grades 9-12)	N/A

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## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,750	50,400
2	50,750	50,400
3	50,750	50,400
4	54,075	54,000
5	54,075	54,000
6	54,075	54,000

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

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.

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,592	\$36,407
<b>Mid-Range Teacher Salary</b>	\$55,476	\$58,063
<b>Highest Teacher Salary</b>	\$75,849	\$70,826
<b>Average Principal Salary (Elementary)</b>	\$94,645	\$88,349
<b>Average Principal Salary (Middle)</b>	\$89,294	\$93,865
<b>Average Principal Salary (High School)</b>	\$105,239	\$101,660
<b>Superintendent Salary</b>	\$137,000	\$137,619
<b>Percent of Budget for Teachers' Salary</b>	42.1 %	42.3 %
<b>Percent of Budget for Administrative Salary</b>	6.4 %	5.6 %

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## District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$43,868,782	\$6,452	\$6,987	\$6,919

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Claremont Unified School District currently spends approximately 71% of its general operating budget directly in the classroom. This includes funds expended for teachers, instructional assistants, books, materials, supplies and equipment.

Another 20% of the operating budget is made up of direct support to the classroom including expenditures for principals, site staff, student support staff, curriculum support, maintenance of school buildings, and grounds maintenance.

The remainder of the operating budget is expended for the Board of Education, the Superintendent, and District and Central Support Departments.