

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Chaparral Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Chaparral Elementary	District Name	Claremont Unified
Street	451 Chaparral Dr.	Phone Number	(909) 398 - 0609
City, State, Zip	Claremont, CA 91711-2643	Web Site	www.cusd.claremont.edu
Phone Number	(909) 398-0305	Superintendent	David Cash
Principal	Lori Kerns	E-mail Address	dcash@chs.cusd.claremont.edu
E-mail Address	Lkerns@chs.cusd.claremont.edu		

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

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 2006-2007 school year. Chaparral has a culturally rich student population. Foreign language is taught to all students in grades 4-6 for the fall semester from Scripps College students. Our four goals for the 07-08 school year are: 1) To improve student performance in ELA and Mathematics, 2) To improve the physical and emotional well-being of our students,

3) To provide differentiated curriculum and extra curricular opportunities for high performing and/or highly interested and motivated students, and 4) To increase the integration of technology across all curricular areas. The progress of these goals are monitored by our School Site Council, staff and community.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Kari Dunkley

Contact Person Phone Number: (909) 398-0305

One of the strong features of Chaparral program is its home-school cooperation and support. The community involvement includes a wide use of parent volunteers, regular parent conferences, a very active Parent Faculty Association (PFA) and School Site Council (SSC). The Claremont Educational Foundation (CEF) supports a distinguished vocal music program and the Art Masters fine arts program. In addition, the PFA financially supports many other areas of the educational program such as technology, the library, field trips, assemblies, classroom materials support and school-activities.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 4	103
Grade 1	82	Grade 5	103
Grade 2	83	Grade 6	105
Grade 3	81	Total Enrollment	633

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	3.00%	White (Not Hispanic)	53.24%
American Indian or Alaska Native	0.47%	Multiple or No Response	12.64%
Asian	14.22%	Economically Disadvantaged	10.00%
Filipino	1.00%	English Learners	7.00%
Hispanic or Latino	15.00%	Students With Disabilities	11.00%
Pacific Islander	0.47%		

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Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	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	16	5	--	--	19.4	5	--	--	16	5	--	--
1	20	4	--	--	20	4	--	--	20	4	--	--
2	18.8	5	--	--	20	4	--	--	19.8	4	--	--
3	20	4	--	--	20	5	--	--	19.8	4	--	--
4	33.3	--	1	2	31	--	3	--	33	--	--	--
5	33.3	--	--	3	33.7	--	--	3	33.3	--	1	2
6	31.3	--	3	--	33.7	--	--	3	34	--	--	3

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The staff works collaboratively in developing a comprehensive School Safety Plan that incorporates various types of disaster drills. We host a parent evening to ensure that our school community is aware and supportive of our School Safety Plan. Chaparral Staff practices monthly evacuation drills (fire and earthquake) in excess of what the state requires, in addition to lock down drills. Our schedule is posted and we practice and discuss regularly. We have a system for feedback immediately after each major drill. Our teams (EOC, Communications, Search and Rescue, First Aid) meet and communicate the most efficient procedures in anticipation of an emergency. Chaparral's emergency supplies are organized and comprehensive.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.02%	0.01%	0.01%	0.20%	0.16%	0.14%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 Service Center 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 three years of modernization, therefore; our facilities are in very good physical shape. During the 2007 summer, eleven rooms had new carpet installed, the exterior of the school was painted, a new ADA compliant ramp was built on the northeast part of school and new playground equipment was installed on the upper turf.

Restrooms 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.

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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	30	29	307
Without Full Credential	1	0	0	15
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	1.0

VI. Curriculum and Instructional Materials

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Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton-Mifflin: All students in grades K-6 have access and use the state approved and district adopted Houghton-Mifflin reading anthology. In addition, supplemental materials and programs are available in the associated areas of English Language Arts. These may include, but are not limited to Literature Circles, Writer's Workshop, etc.	0
Mathematics	Scott-Foresman: All students in grades K-6 have access and use the state approved and district adopted HScott-Foresman math program. In addition, supplemental materials and programs are available and used to meet the differentiated instructional needs of the students.	0
Science	CUSD adopted a new state approved science curriculum. 2007-2008 is the first implementation year. All students in grades K-5 have access to the Scott-Foresman textbook and associated materials, and students in grade 6 are using the Prentice Hall curriculum materials.	0
History-Social Science	We are in our second year of the History-Social Science adoption. All students have access to the core curriculum.	0
Foreign Language	Students in grades 4-6 are fortunate to receive instruction in Foreign Language twice a week for the first semester of school from students at Scripps College. This total immersion program is a mixture of culture and the language. Some of the languages taught have included: Spanish, French, German, Chinese, Hindu, Japanese, Italian, etc.	N/A
Health	The District recently approved a new health curriculum, "Caring Communities."	0
Science Laboratory Equipment (grades 9-12)		N/A

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,008.00	\$149.00	\$3,859.00	\$64,579.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	-5%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	22%	-10%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66%	68%	70%	57%	59%	60%	40%	42%	43%
Mathematics	73%	73%	72%	52%	54%	52%	38%	40%	40%
Science	74%	60%	75%	44%	51%	56%	27%	35%	38%
History-Social Science	--	--	--	49%	47%	52%	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	55%	55%	--
American Indian or Alaska Native	--	--	--
Asian	86%	92%	--
Filipino	--	--	--
Hispanic or Latino	54%	53%	42%
Pacific Islander	--	--	--
White (Not Hispanic)	71%	74%	86%
Male	70%	75%	76%
Female	70%	70%	74%
Economically Disadvantaged	49%	45%	38%
English Learners	39%	55%	--
Students With Disabilities	43%	43%	54%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	65%	77%	62%	61%	63%	66%	41%	42%	42%
Mathematics	73%	67%	64%	68%	66%	73%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	87%	87%
Filipino	--	--
White (Not Hispanic)	59%	63%
Male	60%	71%
Female	64%	56%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	32.0%

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IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	9
Similar Schools	2	4	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	21	3	3	864
Asian	--	12	--	--
Hispanic or Latino	--	--	-9	783
White (Not Hispanic)	19	-6	3	868

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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 attendance at various district and teacher selected or administrator recommended conferences. In 1999-2000, the district began a Beginning Teacher Support and Assessment program and a Pre-intern program to provide assistance to new credentialed teachers.

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 2005-2006 CUSD adopted new Social Science instructional materials. On-going staff development in this area will be critical to the successful implementation of the program. During 2006-2007, CUSD staff met and recommended another new adoption in science. The teachers received materials in the summer of 2007 in order to plan for the 07-08 school year. The teachers also had an opportunity to join a PLC in science this year. In addition, the District has encouraged staff members to seek advanced degrees and certifications, plus attend conferences, workshops and other professional activities providing training to both certificated and classified personnel.