

CHAPARRAL ELEMENTARY SCHOOL



Grades PreK-5
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

Principal's Message

Welcome to Chaparral Elementary School! I invite you to read the valuable information presented in the following School Accountability Report Card and learn about our school. This report card provides a comprehensive view of Chaparral Elementary School. The intent is to keep our parents and community members well informed about our instructional programs, student academic achievement, the teaching staff and our resources.

Chaparral Elementary School is a great school – like the mascot the “Roadrunner”, we are small but mighty. The excellent quality of our instructional program is a reflection of a highly trained and committed staff, who are dedicated to provide a positive school experience in an environment that both nurtures and designs instruction to meet each child's needs. Our instructional program is based on state standards and high expectations for academic performance. We strive to maintain a safe campus that promotes personal responsibility for student behavior and mutual respect for all members of our learning community. We are proud of our accomplishments and collectively strive each year for increased academic excellence.

The support of our families and community is important to us at Chaparral Elementary. We recognize that it takes every adult in the community to assure each student's success. We welcome volunteers to assist in classrooms and with school activities or to serve as members of our parent committees or organizations on campus. If you have any questions about the information below please call me at (909) 357-5450, or stop by the school office.

Rita Bayne, Principal

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

School Mission

"Welcome to Chaparral Elementary School where our focus is to provide an environment where children can grow intellectually into well-rounded individuals who are imaginative, self-disciplined, self-confident, flexible thinkers, and ready to succeed in the twenty-first century.

School Profile

Chaparral Elementary School is a single-track, year-round school serving 405 students in kindergarten through fifth grade, including 22% receiving special education services, 51.6% qualifying for English learner support, and 73.6% enrolled in the free and reduced-price meal program. A morning and afternoon state preschool program is provided on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Approximately 50 students are enrolled in the state preschool program.

Percentage of Students by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	4.4%	Kindergarten	55
Caucasian	5.7%	Grade 1	77
Asian	0.2%	Grade 2	56
Filipino	0.7%	Grade 3	74
Hispanic or Latino	88.4%	Grade 4	73
Pacific Islander	0.2%	Grade 5	70
Total Enrollment			405

Chaparral Elementary is one of the smallest elementary schools in the district, has one of the largest libraries in the district, and is the only two-story elementary school in the district. With the Caring School Community as its guide, Chaparral Elementary School is dedicated to building a nurturing, cooperative environment that stimulates academic learning. Teaching staff believe that quality education for all students can be achieved through high standards of academic performance and behavior.

Teachers will be involved in monthly training to improve skills and integrate technology into instruction based on the Open Court Language Arts curriculum. Multiple measures, including district and state testing, will guide the direction of training topics for teachers. Chaparral Elementary's administration and technology committee will review student assessment data to implement and maintain a high quality technological program.

Parent Involvement

Parents are encouraged to become involved in Chaparral Elementary's learning community by volunteering in the classroom, library, attending school events, or sharing in the decision-making process. Events such as Back to School Night provide opportunities for parents to interact with school staff while supporting their child's academic programs.

The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. The Parent Teacher Association is a very enthusiastic support group which earns the funds to provide enrichment learning through field trips, school assemblies, and incentive awards for the students.

All school-to-home communication is provided in both English and Spanish. The school newsletter is published bimonthly and updates parents on attendance issues, includes a calendar of scheduled events, announces student recognition recipients, offers helpful homework hints for parents, and features editorial columns from school staff. Some teachers send home weekly newsletters to keep parents apprised of class lessons and activities. TeleParent™, a web-based telephone messaging system, forwards personalized messages from school staff to each student's home. The school marquee displays current school information as well as upcoming events. Flyers are distributed occasionally to let parents know of important activities and school news. Parents seeking more information about becoming an active member in the school community may contact the school at (909) 357-5450.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Chaparral Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Chaparral Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

Standardized State Assessments

Students at Chaparral Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Chaparral			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	35	39	46	34	38	42	46	50	52
Math	45	50	61	30	35	39	43	46	48
Science	32	40	32	31	33	39	46	50	54
History				19	25	31	36	41	44

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Chaparral							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	46		*	*	42		81	
Math	62		*	*	59		75	
Science	*		*		25		*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Chaparral					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	47	44	33	46	52	
Math	61	60	51	61	55	
Science	41	24	7	32		
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank			School Growth	District Growth	State Growth
	2007	2008	2009			
Statewide Rank	4	3	3			
Similar Schools Rank	9	6	6			

Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	-3	12	38	775	731	767
Ethnic Subgroups						
Hispanic or Latino	-5	15	42	764	727	715
Other Subgroups						
Economically Disadvantaged	-4	12	38	775	727	712
English Learners	0	12	60	757	703	691
Students with Disabilities		0	60	718	574	580

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the

state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 56.8% of elementary and middle school students must be proficient in language arts and 58% must be proficient in math.

- At least 95% of students must take state standardized tests.

- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 680 or 1 point in growth.

- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Chaparral	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Physical Fitness

In the spring of each year, Chaparral Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta.tg/pf/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2009-10**

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Tested			
5th Gr.	28.1%	26.6%	43.8%

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Chaparral Elementary School qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Title I Program Improvement (PI) Status		
	Chaparral	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

School Facilities & Safety

Chaparral Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2001; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Chaparral Elementary continuously emphasizes efforts to maintain and upgrade technological infrastructure and equipment to increase interest and enhance class curriculum.

Campus Description

Year Built	2001
Acreage	5.5 ac
Square Footage	49,872 sf
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	3
# of Restrooms (student use)	16 sets
Library	1
Computer Lab	1
Staff Lunch Room	1
Teacher Work Room	1
Multipurpose Room	1

2009-10 Campus Improvement Projects:

- Repaving Kindergarten Playground

Campus Supervision

Students arriving on campus for breakfast are greeted at the main entrance by an aide and then directed to the cafeteria. At 8:10 a.m. the campus is open to all students and three instructional aides and principal provide supervision in the cafeteria and on the playground. During recess, three instructional aides and principal are on the playground to ensure students play safely. At lunch time, three instructional aides monitor cafeteria and playground activities. When students are dismissed for the day, teachers escort their class to the student pickup loop and escort bus riders to the cafeteria to wait for their transportation. Chaparral Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Chaparral Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on February 12, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the

School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 26, 2010. Results of the inspection and corrective action taken by the district are provided in the table below.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated and discussed with school staff in March 2010. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: February 12, 2010	Work orders were generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		A-6, B-1, D-15, WR-C5, : Re-seat ceiling tiles. A-8, A-5, B-3, C-8, E-14, Library (E-15), D-5 Nurse: Lamps out. Boys Restroom Lower, Restroom South: Replace soap dispenser. Girls Restroom-Upper: Replace paper towel dispenser.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		MPR: Deficiency found.
Overall Cleanliness	✓		C-4 Storage, C-9, S-E3, Utility, MPR Storage SW: Trash and debris.

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			
<i>Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences for poor behavior are applied in the classroom; students who continue to have difficulty following school rules are referred to the administrator and more serious disciplinary measures are imposed. The administrator takes into consideration the nature of the infraction and past behavior trends when addressing consequences for poor choices in behavior.

Responsible fourth and fifth grade students are recommended by their teachers to be conflict managers. Referred students are trained by designated certificated staff to help peers resolve playground conflicts, minor social issues, and identify issues that require adult intervention. The conflict managers program enables participants to learn leadership skills; meetings held every other month provide students opportunities to share their experiences and discuss conflict resolution strategies.

	Suspensions & Expulsions		
	Chaparral		
	07-08	08-09	09-10
Suspensions (#)	15	17	5
Suspensions (%)	3.20%	3.94%	1.23%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	07-08	08-09	09-10
	Suspensions (#)	707	1219
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Student recognition is highly celebrated at Chaparral Elementary. Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. At the end of each trimester, students demonstrating outstanding achievement in citizenship, academics (math, reading, and writing), attendance, and conflict management skills are recognized at Chaparral's prestigious medal ceremony. Parents are invited to the ceremony held in the cafeteria, where honored recipients walk through a special archway to receive their medals. Students earning medals may use their medals as "free admission" to special events and activities held throughout the year. Outstanding efforts and participation in events such as the Science Fair, district math competition, and Writer's Celebration are recognized at awards assemblies.

One full-time day custodian and one full-time evening custodian are assigned to Chaparral Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Chaparral Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Classroom Environment

Discipline & Climate for Learning

Students at Chaparral Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior. Each teacher has established and posted their classroom discipline plan and behavior expectations in alignment with school rules and policies.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom and at grade level assemblies. The parent/student handbook outlines school rules, behavior/academic expectations, and district policies, and is available on the school website. Students are reminded of their individual academic and behavior responsibilities throughout the year in daily morning announcements, at assemblies held at the beginning of each trimester, and through TeleParent™ messages. At parent conferences, a parent/student/teacher contract is signed to confirm receipt and understanding of parent's, student's and teacher's responsibilities.

Students use teamwork to maintain perfect attendance to qualify as a class to earn daily, weekly, and monthly incentive awards. All students earning recognition for their efforts in attendance, citizenship, or academics are announced in the school newsletter.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.8	2	2	
1	20.8	1	3	
2	20.0	4		
3	19.5	4		
4	25.3		3	
5	23.7		3	
2008-09				
K	30.5		2	
1	18.0	3		
2	19.3	3		
3	18.5	4		
4	32.5		1	1
5	29.7		3	
2009-10				
K				
1				
2				
3				
4				
5				

2009-10 Data was not available at the time of publication of this report.

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On October 6, 2010, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #10-57 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Chaparral Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Chaparral Elementary held two "buy-back" (staff development) days that focused on:

- Power Teaching
- Reading (DIBELS Assessments)
- 8 Great Ideas
- Open Court Blue Session

Chaparral Elementary employs one full-time Intervention teacher. The Intervention teacher oversees the READ180® program for students in grades K-5 who are struggling with reading skills.

As a supplement to district-sponsored professional development buy-back days, Chaparral Elementary offers staff training throughout the year on early release Mondays to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on 1) how to work with English learners and 2) data analysis.

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Library Resources

Chaparral Elementary's library is open during school hours and is staffed by a full-time library clerk. The library features 9,454 titles in English and 393 titles in Spanish for students to check out. Parents have access to many books printed in Spanish that they may check out to read to their children at home. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Two Internet-accessible computers are available for electronic title searches. A research center located in the library houses computer workstations that may be used for research and accessing Internet-based reference material. Students visit the library with their class at least once a week; students may visit the library on their own time during lunch.

Technology Resources

During the 2009-10 school year, Chaparral Elementary had a total of 115 computers. The school's computer lab features 17 Internet-accessible workstations and is used for whole class instruction and staff development activities. Each teacher determines the subject area and method to integrate technology into math, reading, and language arts curricula. Students use classroom and lab computers for research, intervention activities, Accelerated Reader, word processing, skill building and accessing web-based educational resources such as *unitedstreaming*. Teachers have access to LCD projectors and SMARTBoards™ (interactive whiteboards) to create stimulating lessons in their classrooms through visual presentations.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Chaparral Elementary had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Counseling & Support Services Staff

Chaparral Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student

Intervention Teams (SIT) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Chaparral Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.5
School Nurse	1	0.2
LVN	1	0.9
Health Assistant	1	0.9
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH	1	0.2

FTE = Full-Time Equivalent
LSH = Language/Speech/Hearing

	Teacher Credentials & Assignments							
	Chaparral				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	22	22	17		1869	1898	1608	
Teachers with Full Credential	21	22	17		1764	1816	1584	
Teachers without Full Credential	1	0	0		105	82	24	
Teachers in Alternative Routes to Certification	0	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	2	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	0	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Chaparral	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Chaparral	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	68.4	37.5
Bachelor's Degree plus 30 or more semester hours	26.3	52.1
Bachelor's Degree	5.3	7.0
Less than a Bachelor's Degree	0.0	0.0

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Chaparral Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Chaparral Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Chaparral Elementary School is Kaiser Branch Library located at Kaiser High School 11155 Almond Avenue, Fontana, CA 92337.

(909) 357-5900

Hours: Sun/Fri. - Closed; M-Th 3-8; Sat 9-5

Number of computers available: 15

Number of printers available: 2

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	Chaparral	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$7,316	\$6,037	121.2%	N/A	N/A
Restricted (Supplemental)	\$2,412	\$1,650	146.2%	N/A	N/A
Unrestricted (Basic)	\$4,905	\$4,387	111.8%	\$5,681	86.3%
Average Teacher Salary	\$65,214	\$61,647	105.8%	\$68,179	95.7%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received federal, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program

- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement