

CHAPARRAL ELEMENTARY SCHOOL

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Grades PreK-5
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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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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 school facilities and instructional materials were acquired May 2006.

Principal's Message

I invite you to read the valuable information presented in the following School Accountability Report Card and learn about how we are doing. 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 is a great school - like our mascot the "Roadrunner", we are small but mighty. We are the smallest school in the district but 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. I am always pleased to have parents visit our school.

Rhonda J. Morgan, Principal

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.

Parent Involvement

Parents are encouraged to get involved in Chaparral Elementary's learning community by volunteering in the classroom, attending school events, or sharing in the decision-making process. Events such as Back to School Night, Open House, family assemblies, school assemblies, and potlucks provide opportunities for parents to interact with school staff while supporting their child's academic programs. Through the Caring School Community (CSC) program, Chaparral Elementary focuses on strengthening students' connectedness to the school by building a classroom and school community partnership and promoting involvement of parents who typically do not participate at school. CCS is an organizational effort using innovative and collaborative activities to link students, parents, and school staff in building a caring, school environment.

Throughout the year, Chaparral Elementary sponsors parent education workshops designed to provide parents with the knowledge and skills to effectively support their child's academic efforts at home. 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 fundraising support group, earning funds to provide field trips, school assemblies, and incentive awards for the students.

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.

All school-to-home communication is provided in both English and Spanish. The school newsletter sent throughout the school year 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. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Parents seeking more information about becoming an active member in the school community may contact the principal, school secretary, or PTA President at (909) 357-5450.

School Profile

Chaparral Elementary School is a single-track, year-round school serving 495 students in kindergarten through fifth grade. A morning and afternoon state preschool program is 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. Chaparral Elementary has the largest library in the district and is the only two-story elementary school and the smallest 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 motivation and supports academic learning. Teaching staff believe that quality education for all students can be achieved through high standards of academic performance and behavior.

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.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Chaparral Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

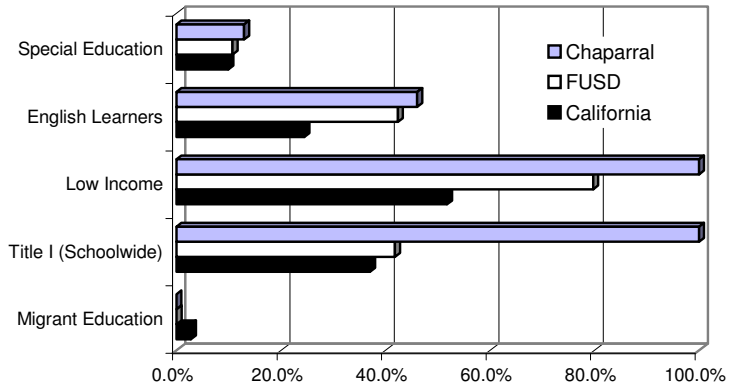
California English Language Development Test

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.

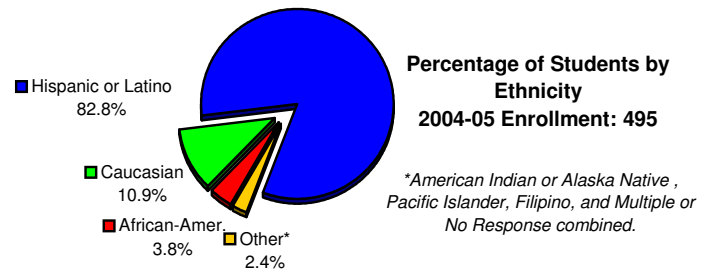
Standardized State Assessments

Students at Chaparral Elementary 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 the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments						
2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	87%	75%	88%	37%	54%	17%
Writing	N/A	46%	60%	47%	55%	36%
2003-04						
Grade	K	1	2	3	4	5
Reading	73%	58%	22%	31%	23%	15%
Math	80%	85%	81%	64%	43%	23%
Writing	N/A	60%	57%	54%	43%	36%
2004-05						
Grade	K	1	2	3	4	5
Reading	47%	23%	49%	21%	40%	19%
Math	88%	69%	80%	57%	63%	32%
Writing	N/A	41%	37%	30%	58%	61%

CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Chaparral			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	29	32	16	29	29	27	43	43	41
Math	38	48	39	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2004-05							
	Chaparral						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*			17		15
Math	*	*			43		31

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Chaparral					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	18	13	14	16	25	
Math	42	37	40	39	25	

California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Chaparral			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	21	22	28	18	20	25	35	36	40
Math	34	37	46	24	23	26	35	34	38
Science		10	5	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

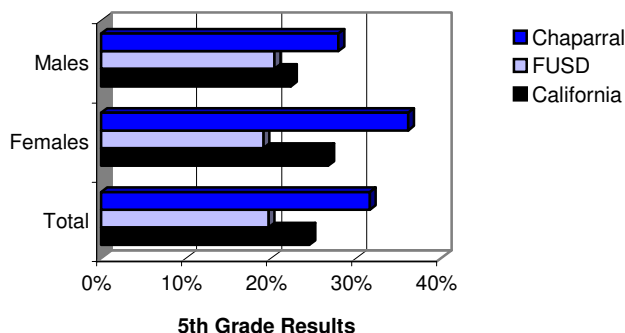
	Chaparral						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	67	*			25	*	33
Math	53	*			44	*	49
Science	*	*			2	*	7
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Chaparral					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	27	31	19	28	17	
Math	49	41	36	46	17	
Science	9	0	0	5	*	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

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. All school districts in the State of California are required to report their CST results in comparison to the state average.

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/>.

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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Chaparral Elementary School met all 2005 AYP criteria and therefore did not qualify for Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP. 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/.

Academic Performance Index (API)								
API Base				API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005	
Percent Tested		99	100	Percent Tested	99	100	100	
API Base Score	586	660	691	API Growth Score	662	693	691	
Growth Target	11	7	5	Actual Growth	76	33	0	
Statewide Rank	2	3	4	Eligible for GPA	Yes	Unfunded	Unfunded	
Similar Schools Rank	5	7	7	Eligible for II/USP	Unfunded	Unfunded	Unfunded	

API Significant Subgroup Results								
Hispanic or Latino								
API Base Score	567	647	675	API Growth Score	648	675	683	
Growth Target	9	6	4	Actual Growth	81	28	8	
Socioeconomically Disadvantaged								
API Base Score	582	652	669	API Growth Score	653	673	691	
Growth Target	9	6	4	Actual Growth	71	21	22	

Adequate Yearly Progress (AYP)						
	Chaparral			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	No	Yes	Yes	No	No	No
Subgroup Results						
	Chaparral			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Chaparral
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, Chaparral Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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 ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description	
Year Built	2001
Acreage	5.5 ac
Square Footage	49,872
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	3
Library	1
Computer Lab	1
Staff Lunch Room	1
Teacher Work Room	1
Multipurpose Room	1

Campus Supervision

Students arriving on campus for breakfast are greeted at the main entrance by an aide and then directed to the cafeteria. At 8:20 a.m. the campus is open to all students and aides provide supervision of the cafeteria and playground. During recess, four aides are on the playground to ensure students play safely. At lunch time, four aides monitor cafeteria and playground activities. When students are dismissed for the day, teachers escort their students to the parent 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.

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 in July 2005 and then updated and discussed with school staff in August 2005. 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. Each custodial staff member receives job training and is provided a comprehensive

handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. At the end of every trimester, schools staff conduct an inventory of maintenance needs to be fulfilled during intersession. Each teacher's requests are submitted to the school secretary. The school secretary forwards the requests to the principal for approval and submission to the district. Upon receipt, the district's maintenance department 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.

One full-time day custodian, one full-time evening custodian, and one part-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 regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Chaparral Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 18, 2005; no emergency repairs were needed and no unsafe conditions were found.

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 2004-05 school year, Chaparral Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Chaparral Elementary are guided by school rules and behavioral 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 behavioral expectations in alignment with school rules and policies. 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 administrators and more serious disciplinary measures are imposed. Administrators take into consideration the nature of the infraction and past behavioral trends when addressing consequences for poor choices in behavior.

At the beginning of the school year, school rules and behavioral expectations are shared with students in the classroom and at grade level assemblies. Each student is provided a parent/student handbook which outlines school rules, behavioral/academic expectations, and district policies. Students are reminded of their individual academic and behavioral responsibilities throughout the year in daily morning announcements, at assemblies held at the beginning of each trimester, and through ConnectEd messages as needed. At parent conferences, a parent-student contract is signed to confirm receipt and understanding of parent's and student's responsibilities.

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

School Site Inspection Most Recent Inspection: August 18, 2005

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

100% of restrooms fully operational during the 2004-05 school year.

Suspensions & Expulsions

	Chaparral		
	02-03	03-04	04-05
Suspensions (#)	17	26	114
Suspensions (%)	2.92%	5.34%	23.03%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

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 opportunities to share their experiences and discuss conflict resolution strategies.

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 a balloon decorated 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 and Writer's Celebration are recognized at awards assemblies. 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.

Instructional Time

During the 2004-05 school year, all instructional time offered at Chaparral Elementary exceeded state requirements. For the 2004-05 school year, Chaparral Elementary offered 180 days of instruction comprised of 136 regular days and 44 minimum days. Every Monday is a minimum day. Chaparral Elementary utilizes minimum days for staff development, teacher preparation, grade level collaboration, and staff meetings.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,036	50,400
4-5	55,076	54,000

Class Size

Chaparral Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Chaparral Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts,

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

and math instruction periods. 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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.3	2	1	
1	19.4	4		
2	19.8	4		
3	19.8	4		
4	32.0		2	1
5	30.7		2	1
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.3	2	1	
1	20.0	3	1	
2	20.8	1	3	
3	19.8	4		
4	25.0		3	
5	27.7		3	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.5		3	
1	17.5	4		
2	19.3	4		
3	20.3	3	1	
4	26.7		3	
5	26.7		3	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Chaparral Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Chaparral Elementary held three staff development days that focused on:

- Math Problem Solving
- Math Basic Skills with Writing
- Accelerated Math
- Reading and Vocabulary Comprehension
- Instructional Strategies with Open Court
- Review of Step Up to Writing with Six Traits and Open Court Writing Strategies

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Chaparral Elementary's principal works closely with the leadership team to direct the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Rhonda Morgan is responsible for overall administration of school activities, teacher evaluations, and daily operations.

Ms. Rhonda Morgan has been with the Fontana Unified School District for nine years and principal of Chaparral Elementary for five years. For a total of 34 years, Ms. Morgan has been serving the educational industry and has held both administrative and teaching positions at various other schools and districts. Principal Morgan holds a master's degree in education, a bachelor's degree in art, a second bachelor's degree in English and humanities, and has acquired her lifetime clear administrative credential.

Supporting the principal in the decision-making process is the Leadership Team, a vital component of the administrative process and comprised of the principal, teacher representatives from each grade level, the Title I teacher, and the project manager. The leadership team meets periodically throughout the year to evaluate effectiveness of school programs, bring teachers concerns to the group for discussion, resolve concerns and issues the staff may have, refine instructional programs, and discuss staff development needs.

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 September 29, 2005, the Fontana Unified School District 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 No. 05-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks,

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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

Library Resources

Chaparral Elementary's library is open during school hours and is staffed by a full-time librarian. The library features 10,104 titles in English and 393 titles in Spanish for students to check out. 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 six 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 before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Chaparral Elementary had a total of 140 computers; all classrooms had Internet access. Each classroom has a minimum of five computers. The school's computer lab features 30 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, word processing, and skill building.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Chaparral Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by two special day class teachers, three special education aides, and one licensed vocational nurse who provide full day instruction in two special day classes. One morning and afternoon Early Childhood class is open to qualified preschool students who have an Individualized Education Plan (IEP). One resource specialist teacher (RSP) and one resource specialist aide provide in-class instruction on an individual basis and in small group settings. Some students receive small group instruction with RSP staff in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Based upon CELDT results, students are grouped into one of five language fluency levels (level 1 is beginning level of language proficiency and level 5 is advanced English skills). Two bilingual aides collaborate with teaching staff to plan individualized and small group instruction based on the EL student's language fluency level, targeting Level 3 ELs. Classroom teachers provide English Language Development instruction during language arts time periods to all levels; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. One bilingual site monitor regularly evaluates student progress through collaboration with bilingual aides and EL students' teachers. English Language Development (ELD) instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators, the bilingual site monitor, and teachers closely oversee EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction. After-school GATE enrichment activities are held three times a week for one hour each day; activities are centered around special projects such as journalism, art, and science. Bus transportation is provided.

Chaparral Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Title I Teacher: provides small group reading comprehension instruction to fourth and fifth grade students and small group writing instruction to fourth grade students. Students receive highly

individualized attention during school hours, outside the general education classroom in six-week sessions. The Title I teacher also provides staff development and models lessons for teaching staff.

- Off-track Intercession: students in grades 2-5 who are at Far Below Basic and Below Basic proficiency levels (based on the district assessment matrix) receive 32 hours of instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons.

- Standards Plus: intervention program aligned with district and state testing standards in language arts and math. Focused on isolated skills in one or both subject areas in a simulated testing environment. Classrooms administer the program at the beginning of language arts and math instruction time periods.

- FastForward®: computer-based program that builds cognitive skills of memory, attention, processing and sequencing in language and reading skills. Students in fourth and fifth grade may voluntarily participate in the before-school sessions held five days a week for 30 minutes a day.

- Targeted After-school Tutoring: intervention program designed for students in grades 2-5 who are at the Basic level on the district assessment matrix and need a little extra assistance to meet proficiency standards (including English learners). Tutoring is provided 60 minutes a day, three days a week and instruction focuses on specific areas of need. Teachers identify students sharing the same areas and provide instruction to groups of students with same academic needs.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Chaparral Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, 1) the principal will fill the role of the substitute or 2) the absent teacher's class is divided and students are placed in another class in the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

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 Study Teams (SST) 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.

Teacher Assignment

For the 2004-05 school year, Chaparral Elementary had 25 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Chaparral	95.8
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels 2004-05

	Chaparral %	FUSD %
Doctorate	4.0	1.3
Master's Degree plus 30 or more semester hours	44.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	48.0	48.6
Bachelor's Degree	4.0	14.3
Less than a Bachelor's Degree	0.0	0.7

Counselors & Support Personnel (Nonteaching Professional Staff) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.3
LSH Aide	1	0.4

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

Teacher Credentials & Assignments

	Chaparral			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	27	25	25	1818	1780	1911
Teachers with Full Credential	21	23	25	1603	1635	1771
Teachers in Alternative Routes to Certification	1	0	2	120	63	168
Pre-Internship	3	1	0	129	47	9
Teachers with Emergency Permits	5	1	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	6	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	6	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|------------------------------|
| 21st Century | School Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison 2003-04

	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil 2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127