

# Chaparral Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Chaparral Elementary School
<b>Street</b>	4849 Bird Farm Road
<b>City, State, Zip</b>	Chino Hills, CA 91709
<b>Phone Number</b>	909-606-4871
<b>Principal</b>	Brandon Davis
<b>Email Address</b>	brandon_davsi@chino.k12.ca.us
<b>School Website</b>	
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	36676780110726

### 2024-25 District Contact Information

<b>District Name</b>	Chino Valley Unified School District
<b>Phone Number</b>	(909) 628-1201
<b>Superintendent</b>	Norm Enfield, Ed.D.
<b>Email Address</b>	Email: There is a common format for e-mail addresses for every district employee:
<b>District Website</b>	www.chino.k12.ca.us

### 2024-25 School Description and Mission Statement

We, the staff of Chaparral Elementary, working as partners with parents and community, will establish a safe and secure environment, a positive school climate, and increased student achievement. We work to inspire students to do their best in the present, and dream their dreams for the future, knowing that they are able to make a difference.

**MISSION STATEMENT**  
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## 2024-25 School Description and Mission Statement

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### CORE BELIEFS

Chaparral Elementary School is staffed with quality individuals who are dedicated, enthusiastic people who work together to provide each child with a quality education.

We are committed to the belief that within our school:

- All people have value and have a right to be treated with respect.
- All children can learn.
- Students are provided the necessary support and expected to learn.
- The unique talents and gifts of every child will be discovered, valued and shared.
- Teachers are professionals who know how and what to teach.
- Staff members are good models of desirable behaviors and attitudes.
- Positive Behavior Supports and Systems are fair, but firm, and are administered with a caring attitude for the well-being of all.
- The campus is orderly and safe for everyone.
- Expectations for student achievement and behavior are high through the implementation of Positive Behavior Interventions and Supports.
- Homework is meaningfully assigned and monitored.
- All students are challenged and respected.
- Students' special learning needs are met.
- Parent and community participation is welcomed and encouraged.
- Science, Technology, Engineering, Arts, and Mathematics (STEAM) is a focus to help our students be best prepared for 21st Century Learning.

The staff of Chaparral Elementary School provides the highest quality of education for the children who attend our school. We recognize the uniqueness of every child and are committed to discovering and developing the gifts and talents of each one.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	76
Grade 2	69
Grade 3	75
Grade 4	106
Grade 5	81
Grade 6	95
<b>Total Enrollment</b>	<b>623</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.2
Asian	22.3
Black or African American	3.4
Filipino	5.3
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.2
White	7.2
English Learners	15.1
Homeless	7.1
Socioeconomically Disadvantaged	46.2
Students with Disabilities	12.5

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.80	88.84	1103.10	90.57	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.40	0.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	10.44	33.50	2.75	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.30	1.10	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.20	0.69	59.50	4.89	18854.30	6.86
<b>Total Teaching Positions</b>	29.10	100.00	1218.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.40	94.39	1120.50	91.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.48	22.50	1.84	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.32	21.20	1.74	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.50	4.81	56.70	4.62	15831.90	5.67
<b>Total Teaching Positions</b>	31.10	100.00	1227.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.70	86.55	1093.50	91.97	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.00	0.93	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	25.50	2.15	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	21.60	1.82	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	4.00	13.45	37.10	3.12	14303.80	5.15
<b>Total Teaching Positions</b>	29.70	100.00	1188.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	2.00	0.00	0
<b>Vacant Positions</b>	1.00	0.10	0
<b>Total Teachers Without Credentials and</b>	3.00	0.10	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.10	0
<b>Total Out-of-Field Teachers</b>	0.00	0.10	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 19, 2024, the Chino Valley Unified School District's (CVUSD) 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 2024/2025-21 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in a foreign language and/or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2024/2025 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

\*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science and Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current History/Social Science and Science standards as the state has not adopted these materials. TK materials are from CVUSD's most recent adoption as SBE does not adopt TK materials.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-6 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017)	Yes	0
<b>Mathematics</b>	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015)	Yes	0

<b>Science</b>	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Twig Education; Twig Science (Adopted: 2022) 6 Discovery Education, Inc.; Grade 6 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022) 6 Discovery Education, Inc.; Grade 6 Science Techbook: California Volume 2 Unit 3 and 4 (Adopted: 2022)	Yes	0
<b>History-Social Science</b>	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007)*No (See note above) 6 Holt, Rinehart and Winston; Ancient Civilizations (Adopted: 2007)*No (See note above)	Yes	0
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and playground activities. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervises student dismissal. The staff and student workspaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playgrounds, and staff spaces in order to operate efficiently. Recently completed school improvements for this site are poured in place rubber playground equipment surfacing was replaced, a new playground shade structure was installed, select buildings were reroofed, and perimeter fencing was replaced.

To ensure sites are clean, safe, and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff works diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place from November 11, 2024 through November 19, 2024, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2024.

**Year and month of the most recent FIT report** 11/11/2024 - 11/19/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 10: 4: (D) Ceiling tiles have holes or stains Room 11: 4: (D) Ceiling tiles have holes or stains Room 12: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room 25: 4: (D) Ceiling tiles have holes or stains Room 26:



## School Facility Conditions and Planned Improvements

				4: (D) Ceiling tiles have holes or stains
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 08: 5: (D) Light fixtures are NOT working properly Room 14: 5: (D) Light fixtures are NOT working properly Room 15: 5: (D) Light fixtures are NOT working properly Room 16: 5: (D) Light fixtures are NOT working properly Room 18: 5: (D) Light fixtures are NOT working properly Room 20: 5: (D) Light fixtures are NOT working properly Room 21: 5: (D) Light fixtures are NOT working properly Room 22: 5: (D) Light fixtures are NOT working properly Room 30: 5: (D) Light fixtures are NOT working properly Room 33: 5: (D) Light fixtures are NOT working properly
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 12: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room 29: 9: (D) Drinking fountains are inaccessible
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	57	60	60	46	47
<b>Mathematics</b> (grades 3-8 and 11)	53	46	46	48	34	35

### 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	355	96.73	3.27	57.18
Female	182	177	97.25	2.75	64.41
Male	185	178	96.22	3.78	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	84	72	85.71	14.29	77.78
Black or African American	16	16	100.00	0.00	50.00
Filipino	18	18	100.00	0.00	55.56
Hispanic or Latino	207	207	100.00	0.00	48.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	25	25	100.00	0.00	72.00
English Learners	42	30	71.43	28.57	13.33
Foster Youth	0	0	0	0	0
Homeless	33	29	87.88	12.12	34.48
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	170	96.59	3.41	46.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	23.81

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	367	367	100.00	0.00	45.78
<b>Female</b>	182	182	100.00	0.00	48.90
<b>Male</b>	185	185	100.00	0.00	42.70
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	84	84	100.00	0.00	66.67
<b>Black or African American</b>	16	16	100.00	0.00	50.00
<b>Filipino</b>	18	18	100.00	0.00	44.44
<b>Hispanic or Latino</b>	207	207	100.00	0.00	34.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	53.33
<b>White</b>	25	25	100.00	0.00	60.00
<b>English Learners</b>	42	42	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	33	33	100.00	0.00	27.27
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	176	176	100.00	0.00	38.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	42	100.00	0.00	23.81

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	36.96	38.46	36.02	38.48	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	38.46
Female	40	40	100.00	0.00	30.00
Male	38	38	100.00	0.00	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	42	100.00	0.00	30.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parent support is essential in any successful school. Chaparral Elementary is very fortunate to have a very active parent community. Parents have the opportunity to provide input and participate in many aspects of the school. Through various committees, councils, and associations, as well as volunteers, parents are a constant welcome presence on the campus. Parents spend countless hours assisting in classrooms, attending field trips, planning and supporting fundraisers, and providing assemblies, all to benefit the students. Chaparral's PTO works to coordinate involvement of parents and staff in a multitude of functions and activities. The school also has an active School Site Council and English Learner Advisory Committee which meet regularly to assess school needs, develop budgets, and implement strategies to enhance the learning environment and educational program for the children. Parents also have the opportunity to engage with the school and voice their ideas and concerns during the once-monthly Coffee with the Administrators Meetings. In regards to the school-community link, Chaparral's school/business partnerships with many local businesses provide an important link with the community and benefit the school and students.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	694	670	120	17.9
Female	344	329	52	15.8
Male	350	341	68	19.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	167	156	9	5.8
Black or African American	25	24	9	37.5
Filipino	35	35	4	11.4
Hispanic or Latino	383	372	87	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	2	7.4
White	48	48	6	12.5
English Learners	130	121	19	15.7
Foster Youth	--	--	--	--
Homeless	61	59	17	28.8
Socioeconomically Disadvantaged	337	324	76	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	95	25	26.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.54	0.85	0.72	2.67	2.87	2.8	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.09	0.14	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.00	0.00
Male	1.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.08	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	1.64	0.00
Socioeconomically Disadvantaged	0.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was February 2024, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of

## 2024-25 School Safety Plan

an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	4	1
1	17	1	4	
2	21	1	4	
3	26		3	
4	21	1	3	
5	24		3	
6	25	1	2	
Other	3	4		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2	4	1
1	25		3	
2	19	4		
3	26		4	
4	27		3	
5	23	1	3	
6	25		3	
Other	32		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	5		
1	25		3	
2	17	4		
3	25		3	
4	21	1	4	
5	27		3	
6	16	3	3	
Other	2	1		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,345	\$5,182	\$11,162	\$86,653.14
District	N/A	N/A	\$11,664	\$96,308
Percent Difference - School Site and District	N/A	N/A	-4.4	-10.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	3.6	-8.8

## Fiscal Year 2023-24 Types of Services Funded

The District's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on [www.cvusd.k12.ca.us](http://www.cvusd.k12.ca.us)

Each school in the District receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,282	\$56,573
<b>Mid-Range Teacher Salary</b>	\$88,367	\$87,186
<b>Highest Teacher Salary</b>	\$117,849	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$136,284	\$148,486
<b>Average Principal Salary (Middle)</b>	\$137,721	\$154,835
<b>Average Principal Salary (High)</b>	\$158,540	\$170,008
<b>Superintendent Salary</b>	\$329,628	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

The Chino Valley Unified School District is committed to high-quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to the Essential Standards, Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities.

For the 2024-25 school year, the Areas of Emphasis are Student Engagement through Collaborative Communication and Professional Learning Communities. Student Engagement through Collaborative Communication includes preparing to engage, listening, engaging, and responding, and self-reflection. Professional Learning Communities address the following 4 description questions/student observables: (1) What do we want all students to learn?/Students are aware of the essential standards/learning targets/success criteria (2) How do we know if the students are learning it?/Students use rubrics, reflection sheets, success criteria, to self-assess their learning, and students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities (3) What will we do if the students are not learning it?/Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual) (4) What will we do when students have learned it?/Students participate in extension based on the mastery of learning targets.

Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users.

Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site-based PD offerings, and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches. Additionally, professional development is provided for new special education teachers covering areas such as compliance, development of Individualized Education Programs (IEPs), classroom management, and effective instructional strategies. The Special Education Department supports school site staff with Crisis Prevention Intervention (CPI) training regularly as well as options for trainings in areas such as Universal Design for Learning, Collaboration and Coteaching, Writing IEPs for Educational Benefit, and Special Education Training for Administrators. The Chino Valley Teacher Induction Program provides initial and on-going mentor training to its large quantity of in-house teacher-mentors and limited structured professional development for its induction teacher candidates. All mentors are provided with New Mentor training, followed by monthly mentor targeted support meetings. These mentor meetings provide coaching support for mentors to address local needs and are organized around supporting new teachers regarding equity, social-emotional learning, promoting teacher self-awareness, providing positive behavioral supports for students, multi-tiered systems of support for students, and universal design for learning. Induction candidates are provided with three hours of targeted program support, fifteen hours of required self-selected professional development, and weekly, one-hour, mentor-facilitated opportunities for individual support with a focus on setting professional goals and offering structured feedback and coaching as part of their induction program.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2