

Chaparral Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.



Kelli Burns, Principal

Principal, Chaparral Middle

About Our School

Many diverse learning experiences take place at CMS. The gifts and talents of our students combined with the dedication and passion of our teachers will only reinforce what I know for sure, Chaparral Middle School is a great place for students to learn. With our high performance in academics, performing arts, community service, and student activities we are a top-notch middle school. Find any successful school and you will also find teachers who strive to instill within students a love for learning and pride in their school, parents who are involved and supportive of the school and community members and who recognize the value of education. CMS is fortunate in that we have all of these components. We are Champions of Excellence.

Academic emphasis in the areas of Reading, Language Arts, Science, Social Studies and Math are a priority and complimented by our exemplary instruction in Physical Education, Performing Arts and Technology. Providing each student with the opportunity to develop skills in these areas is essential as we prepare students to compete globally. As Principal of Chaparral Middle School, I remain committed to creating an excitement for learning, maximizing the learning environment, and building a school community that fosters pride and high expectations for all students.

Sincerely,

Kelli Burns, Principal

Contact

Chaparral Middle
280 Poindexter Rd.
Moorpark, CA 93021-1864

Phone: 805-378-6302
E-mail: kburns@mrpk.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Moorpark Unified
Phone Number	(805) 378-6300
Superintendent	Kelli Hays
E-mail Address	khays@mrpk.org
Web Site	www.mrpk.org

School Contact Information - Most Recent Year	
School Name	Chaparral Middle
Street	280 Poindexter Rd.
City, State, Zip	Moorpark, Ca, 93021-1864
Phone Number	805-378-6302
Principal	Kelli Burns, Principal
E-mail Address	kburns@mrpk.org
Web Site	http://www.mrpk.org/cms
County-District-School (CDS) Code	56739406102230

Last updated: 1/15/2016

School Description and Mission Statement - Most Recent Year

[*Oprima aquí para leer en español*](#)

Chaparral Middle School is one of two middle schools in Moorpark serving students in grades 6, 7 and 8. The Chaparral staff is comprised of 27 teachers, a principal, an assistant principal, 2 full-time counselors, and 1 library assistant. Chaparral offers before and after school homework help daily and math assistance during lunch three day per week. Instructional assistants help in various classrooms to serve special needs students in the resource specialist, special day class and English Language Development program. Our certificated and classified staffs provide a variety of services including campus supervision, library, clerical, custodial, transportation, and food services.

In May 2013, Chaparral was named as a California Distinguished School for the third time. In May 2002, Chaparral was recognized as a National Blue Ribbon School. **Our school slogan is: "Be safe, be respectful, be prepared. Become your best, the Chaparral Way."**

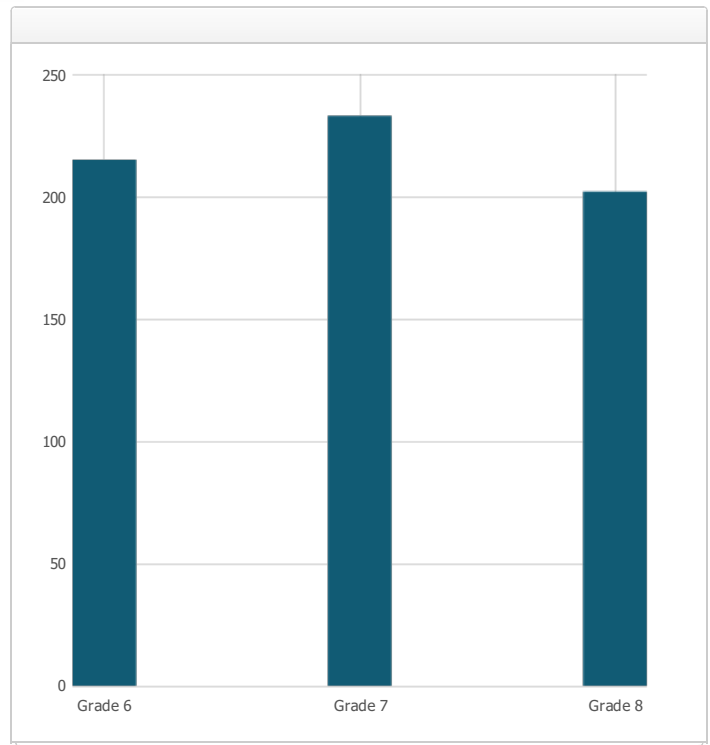
Mission Statement:

Chaparral Middle School is committed to equipping all students with the academic and social competencies needed for them to be productive members of the world in which they live. We believe that students must be taught responsibility, how to make decisions, and the communication skills that will be needed for them to function in a global society. Learning must occur in an environment free from prejudice and harassment, and rich in mutual respect. It is our belief, then, that we must implement programs and create conditions that maximize learning success for ALL students. We are dedicated to helping each student "become your best".

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

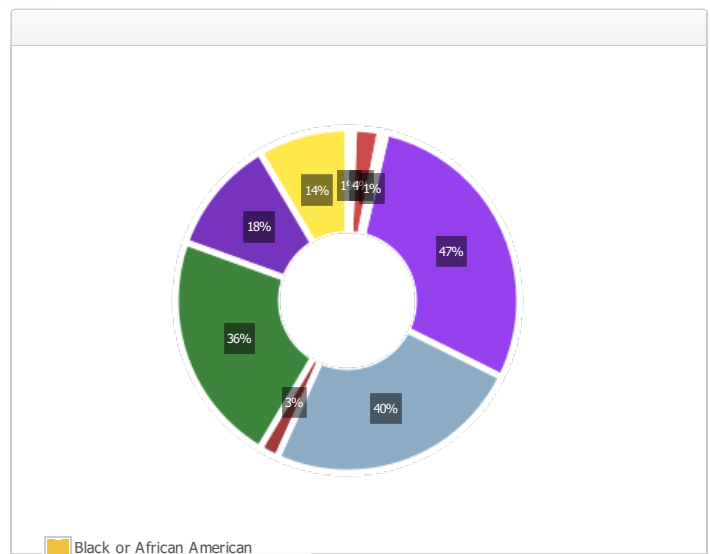
Grade Level	Number of Students
Grade 6	215
Grade 7	233
Grade 8	202
Total Enrollment	650



Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.2 %
Asian	4.3 %
Filipino	1.7 %
Hispanic or Latino	47.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	40.2 %
Two or More Races	3.7 %
Socioeconomically Disadvantaged	36.6 %
English Learners	18.9 %
Students with Disabilities	14.6 %
Foster Youth	0.5 %



Last updated: 1/29/2016

A. Conditions of Learning

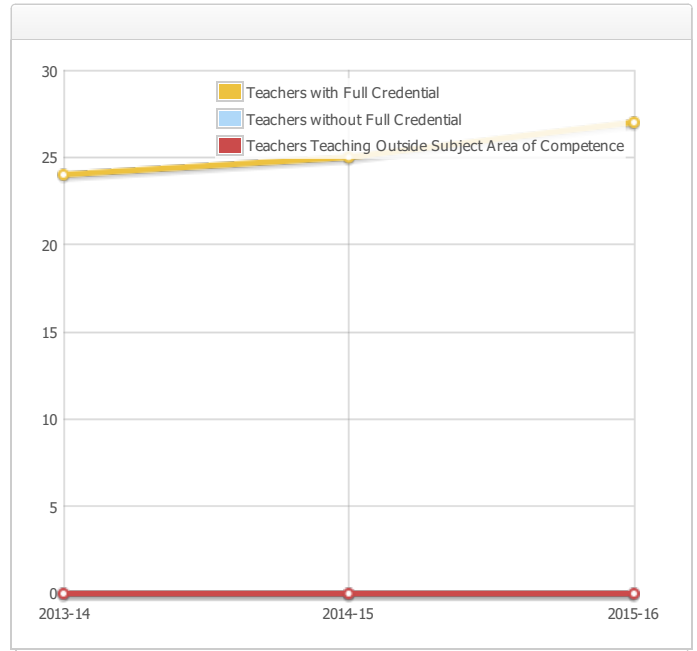
State Priority: Basic

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

Teacher Credentials

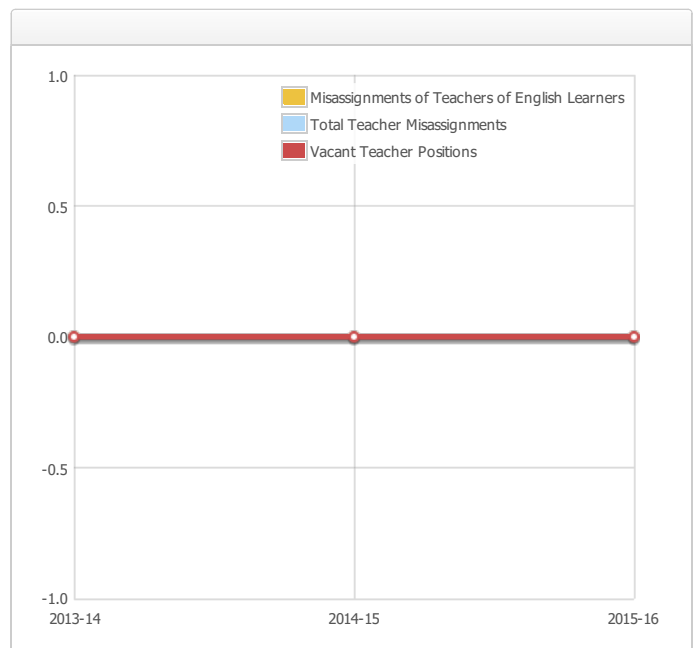
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	25	27	271
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/15/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year.

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts Grade 6-8 (Rinehart & Winston), 2003-04	No	0.0 %
Mathematics	Grade 6, 7, 8: CMP3: Frogs, Fleas & Painted Cubes; Function Junction, Pearson 2014 Math 1CP: Carnegie Learning, 2013 Math 1 Honors: Carnegie Learning, 2013	Yes	0.0 %
Science	Science Explorer Gr. 6-8 (Prentice Hall) 2001-02	No	0.0 %
History-Social Science	World History Ancient Civilizations Gr. 6; Medieval & Early Modern Times Gr. 7; Creating America Gr. 8 (McDougal Littell); 2006-07	No	0.0 %
Foreign Language	Spanish: Navegando 1 (EMG Paradigm) 2005	No	0.0 %
Health	Health and Wellness (McMillan/McGraw Hill) 2006	No	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Chaparral was built in 1960 as a K-8 school, originally named Poindexter Elementary School in honor of an early Moorpark resident. In the 1970's permanent relocatables were added (rooms 7, 10-17). In the 1980's the name was changed to Chaparral and it became a Middle School (6-8). In the late 1980's both Moorpark and CMS experienced tremendous growth and portables (trailers) were added ... at one time there were 15 portable rooms. After reaching a campus population of over 1400 students, the school population was split in half, Mesa Verde Middle School was opened in 1995, and most of the trailers were removed. Our science building opened in 1995 featuring three full labs and three science classrooms. During 1997 the Chaparral Middle School facility underwent a major remodel/modernization of the campus to help ensure a safe and enjoyable learning environment. With the addition of carpeting and air conditioning, all students and teachers have pleasant classrooms in which to work. A fiber optic backbone was installed bringing phones and Internet access to all rooms. After passage of a general obligation bond in the spring of 2002, several construction and renovation projects were completed. A complete remodel of the main office and teacher workroom allowed for the development of a student services suite of offices, housing the counselors, program coordinator, and PTSA parent resource center. A new library/media center has been completed on the site of the former locker room. Completion of a brand new gymnasium and locker facility during the fall of 2003 added to the top-notch facilities that the community has come to expect.

Construction is complete on a performing arts wing, featuring separate band and chorus practice facilities, a new wing of six classrooms to replace several of the relocatables, and a covered lunch area. The Chaparral garden, next to room 7, was upgraded and replanted in 2009 thanks to a generous donation of labor and materials from a Chaparral parent. The garden continues to be maintained by the same donor. The District's Grounds and Maintenance department personnel maintain the facilities and grounds. Minor maintenance is performed in a timely manner, with major maintenance and modernization projects completed as needed. The school is equipped with energy saving lighting and air conditioning systems. LED lights were installed in the gym and the end of last year. The Chaparral campus has four baseball fields, which our community leagues help to maintain. The Green Team, comprised of 7th and 8th grade students, spearheads the recycling efforts on campus.

During the summer of 2002 perimeter fencing was completed in the front of the school to require all visitors to enter and exit through the main office. In 2015 additional perimeter fencing was added to the front of the school. An Emergency Management system has been initiated at Chaparral, with monthly drills scheduled to practice emergency preparedness routines. Administration meets regularly to discuss campus safety concerns. Chaparral has four campus supervisors, all in constant communication by walkie-talkie with the office, principal, assistant principal, and PE facilities. 24-hour security cameras are installed in strategic locations throughout campus to provide additional monitoring of students and to discourage vandalism. At the beginning of the school year (2011) the bike rack was moved to the front of the school to minimize bike and scooter traffic on campus.

Chaparral has interactive whiteboards in all the classrooms and one portable unit. These boards combine whiteboard, computer, video and audio all together to enhance student learning. Chaparral has at least three computers in every classroom and two 30-station PC labs available for intervention and instruction in language, reading and mathematics through networked courseware (Success Maker and Reading Counts). Each classroom wing has at least one networked laser printer, with many classes also having individual printers. For added flexibility, Chaparral now has a four Chromebook carts and two iPad carts for student use. School improvement and recent bond funds have been utilized to fund these technology purchases. Working with businesses and individuals in the community, Chaparral is constantly on the lookout for financial and "in-kind" partners to help keep ahead of the technology curve. During the summer of 2015, a 21st Century Classroom was added to Chaparral to help students attain the key learning an innovational skills associated with 21st century learning.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/29/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	61.0%	44.0%
Mathematics (grades 3-8 and 11)	37.0%	46.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	210	205	97.6%	16.0%	31.0%	33.0%	20.0%
Male	210	91	43.3%	23.0%	31.0%	29.0%	18.0%
Female	210	114	54.3%	11.0%	31.0%	37.0%	22.0%
Black or African American	210	3	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	210	9	4.3%	--	--	--	--
Filipino	210	1	0.5%	--	--	--	--
Hispanic or Latino	210	103	49.0%	26.0%	43.0%	27.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	210	83	39.5%	7.0%	17.0%	40.0%	36.0%
Two or More Races	210	6	2.9%	--	--	--	--
Socioeconomically Disadvantaged	210	87	41.4%	26.0%	44.0%	28.0%	2.0%
English Learners	210	38	18.1%	55.0%	42.0%	3.0%	0.0%
Students with Disabilities	210	22	10.5%	59.0%	27.0%	5.0%	9.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	229	219	95.6%	26.0%	19.0%	32.0%	23.0%
Male	229	111	48.5%	31.0%	16.0%	33.0%	20.0%
Female	229	108	47.2%	20.0%	22.0%	31.0%	27.0%
Black or African American	229	4	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	229	12	5.2%	8.0%	8.0%	17.0%	67.0%
Filipino	229	5	2.2%	--	--	--	--
Hispanic or Latino	229	101	44.1%	42.0%	27.0%	22.0%	10.0%
Native Hawaiian or Pacific Islander	229	1	0.4%	--	--	--	--
White	229	87	38.0%	11.0%	15.0%	39.0%	34.0%
Two or More Races	229	9	3.9%	--	--	--	--
Socioeconomically Disadvantaged	229	80	34.9%	48.0%	25.0%	23.0%	5.0%
English Learners	229	36	15.7%	83.0%	17.0%	0.0%	0.0%
Students with Disabilities	229	29	12.7%	79.0%	10.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	202	196	97.0%	20.0%	23.0%	37.0%	19.0%
Male	202	99	49.0%	25.0%	23.0%	33.0%	18.0%
Female	202	97	48.0%	15.0%	23.0%	41.0%	21.0%
Black or African American	202	6	3.0%	--	--	--	--
American Indian or Alaska Native	202	1	0.5%	--	--	--	--
Asian	202	7	3.5%	--	--	--	--
Filipino	202	3	1.5%	--	--	--	--
Hispanic or Latino	202	90	44.6%	33.0%	29.0%	33.0%	4.0%
Native Hawaiian or Pacific Islander	202	1	0.5%	--	--	--	--
White	202	80	39.6%	10.0%	18.0%	44.0%	29.0%
Two or More Races	202	8	4.0%	--	--	--	--
Socioeconomically Disadvantaged	202	82	40.6%	37.0%	29.0%	27.0%	7.0%
English Learners	202	33	16.3%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	202	20	9.9%	65.0%	25.0%	5.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	210	205	97.6%	30.0%	34.0%	19.0%	18.0%
Male	210	91	43.3%	32.0%	32.0%	20.0%	16.0%
Female	210	114	54.3%	29.0%	35.0%	18.0%	18.0%
Black or African American	210	3	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	210	9	4.3%	--	--	--	--
Filipino	210	1	0.5%	--	--	--	--
Hispanic or Latino	210	103	49.0%	45.0%	40.0%	12.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	210	83	39.5%	14.0%	27.0%	25.0%	34.0%
Two or More Races	210	6	2.9%	--	--	--	--
Socioeconomically Disadvantaged	210	87	41.4%	47.0%	38.0%	11.0%	3.0%
English Learners	210	38	18.1%	79.0%	21.0%	0.0%	0.0%
Students with Disabilities	210	22	10.5%	73.0%	23.0%	0.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	229	221	96.5%	27.0%	28.0%	19.0%	25.0%
Male	229	112	48.9%	29.0%	28.0%	20.0%	24.0%
Female	229	109	47.6%	26.0%	28.0%	18.0%	27.0%
Black or African American	229	4	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	229	12	5.2%	17.0%	8.0%	17.0%	58.0%
Filipino	229	5	2.2%	--	--	--	--
Hispanic or Latino	229	102	44.5%	44.0%	37.0%	8.0%	10.0%
Native Hawaiian or Pacific Islander	229	1	0.4%	--	--	--	--
White	229	88	38.4%	13.0%	22.0%	28.0%	38.0%
Two or More Races	229	9	3.9%	--	--	--	--
Socioeconomically Disadvantaged	229	80	34.9%	46.0%	41.0%	5.0%	8.0%
English Learners	229	37	16.2%	76.0%	22.0%	0.0%	0.0%
Students with Disabilities	229	30	13.1%	80.0%	13.0%	7.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 4 = Standard exceeded

Last updated: 1/15/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	202	196	97.0%	44.0%	25.0%	16.0%	15.0%
Male	202	99	49.0%	48.0%	21.0%	14.0%	16.0%
Female	202	97	48.0%	39.0%	29.0%	18.0%	14.0%
Black or African American	202	6	3.0%	--	--	--	--
American Indian or Alaska Native	202	1	0.5%	--	--	--	--
Asian	202	7	3.5%	--	--	--	--
Filipino	202	3	1.5%	--	--	--	--
Hispanic or Latino	202	90	44.6%	63.0%	23.0%	8.0%	6.0%
Native Hawaiian or Pacific Islander	202	1	0.5%	--	--	--	--
White	202	80	39.6%	29.0%	30.0%	20.0%	21.0%
Two or More Races	202	8	4.0%	--	--	--	--
Socioeconomically Disadvantaged	202	82	40.6%	65.0%	22.0%	10.0%	4.0%
English Learners	202	33	16.3%	88.0%	12.0%	0.0%	0.0%
Students with Disabilities	202	20	9.9%	85.0%	10.0%	0.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/15/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	79.0%	76.0%	69.0%	75.0%	79.0%	75.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75.0%
All Students at the School	69.0%
Male	72.0%
Female	68.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51.0%
Native Hawaiian or Pacific Islander	--
White	84.0%
Two or More Races	--
Socioeconomically Disadvantaged	50.0%
English Learners	20.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/15/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.2%	30.2%	36.0%

Note: Percentages are not calculated 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.

Last updated: 1/29/2016

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 for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Staff and parents work together through regularly scheduled School Site Council and English Learners Advisory Council meetings to plan and implement school improvements. An active PTSA group supports student learning through the purchase of classroom supplies and supplemental curriculum materials for many classrooms and subject areas. In addition, they host the annual fundraiser/carnival and student talent show that also celebrate the many performing arts opportunities available on our campus. The School Site Council meets three times during the school year to examine student achievement data and to suggest areas for improvement. The newly formed "Copy Moms" provides a way for parents to volunteer on a regular basis to help teachers and office staff make copies for classroom use. Parent volunteers also help summon students and maintain order during health screenings and on picture days. We hold Principal Coffee Chats each trimester to provide an opportunity for parents to meet with the principal and ask questions and learn more about Chaparral. Our active Band and Chorus Boosters assist our music department with activities and fundraising.

State Priority: Pupil Engagement

Last updated: 1/29/2016

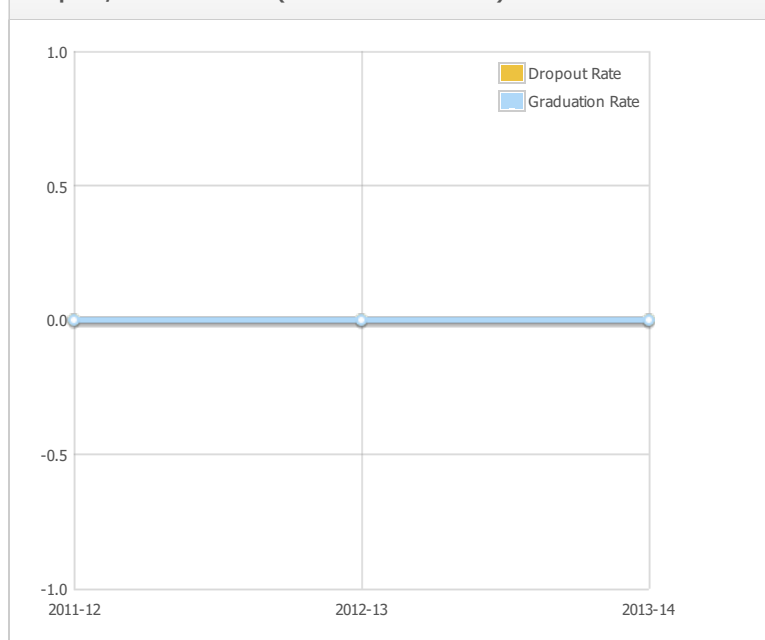
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	89.40	90.50	90.20	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	88	84
Black or African American	--	80	76
American Indian or Alaska Native	--	100	78
Asian	--	96	92
Filipino	--	100	96
Hispanic or Latino	--	79	81
Native Hawaiian or Pacific Islander	--	100	83
White	--	92	89
Two or More Races	--	100	82
Socioeconomically Disadvantaged	--	80	81
English Learners	--	47	50
Students with Disabilities	--	79	61
Foster Youth	--	--	--

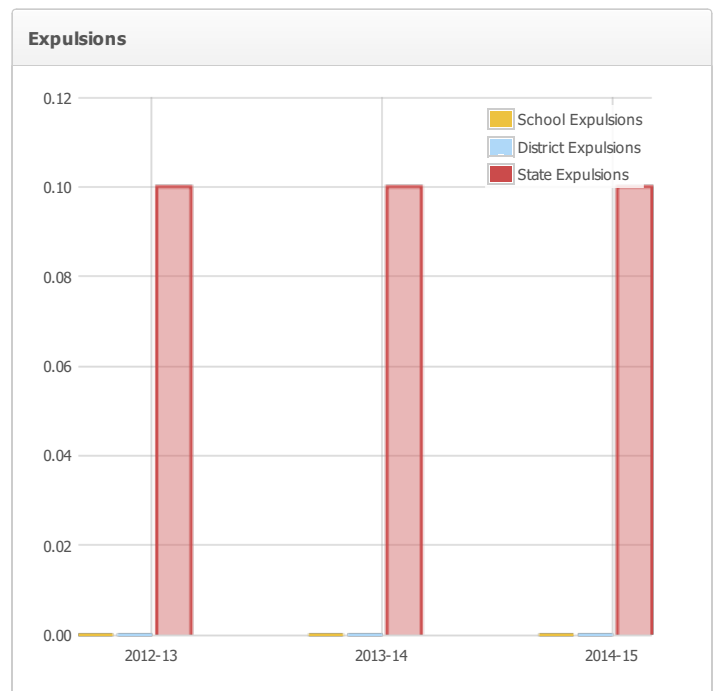
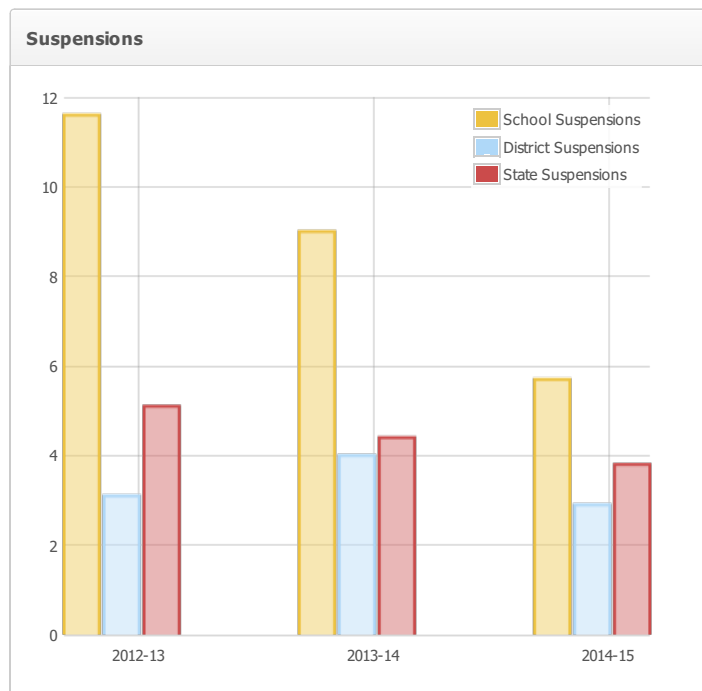
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.6	9.0	5.7	3.1	4.0	2.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/15/2016

School Safety Plan - Most Recent Year

Our staff conducts monthly fire drills and annual emergency preparedness drills. We do a comprehensive review of our school safety plan annually. We also conduct regular lock down drills. After each monthly drill we have a debriefing to evaluate any necessary changes that are needed to assure student safety. The entire school perimeter is fenced to ensure student safety, with limited access to the campus during the school day. Visitors must check in through the main office when coming on the site. Our campus supervisors are on campus before and after school and throughout the school day. We expect all students to be responsible for maintaining our clean, safe campus.

Last updated: 1/29/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	Yes	

Last updated: 1/15/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

Last updated: 1/15/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	6	3	9	25.0	7	2	8	21.0	12	6	6
Mathematics	29.0	3	6	7	26.0	5	4	6	29.0	4	3	8
Science	27.0	4	6	7	25.0	6	2	8	25.0	4	7	5
Social Science	28.0	3	7	6	27.0	4	2	8	27.0	4	3	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.9	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.1	N/A

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

*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.

Last updated: 1/22/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3693.0	\$45.0	\$3738.0	\$68075.0
District	N/A	N/A	\$8569.0	\$67759.0
Percent Difference – School Site and District	N/A	N/A	78.5%	0.5%
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	35.4%	1.7%

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

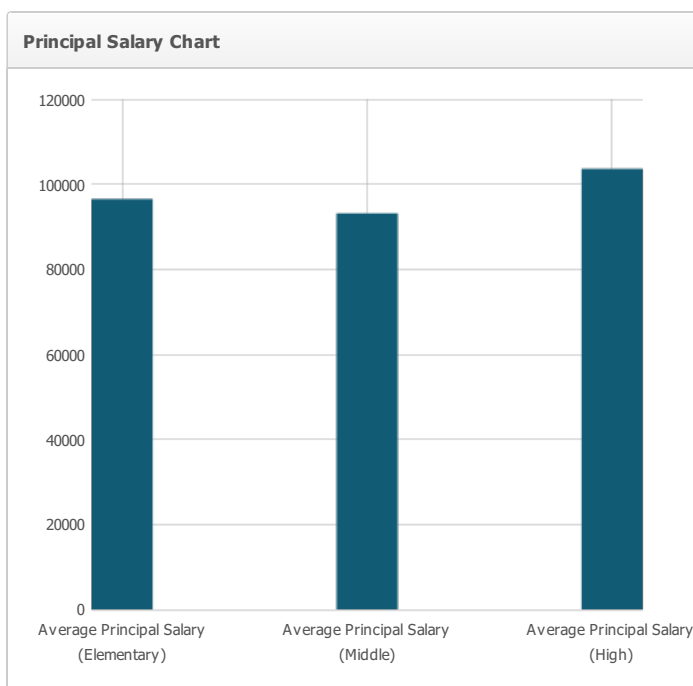
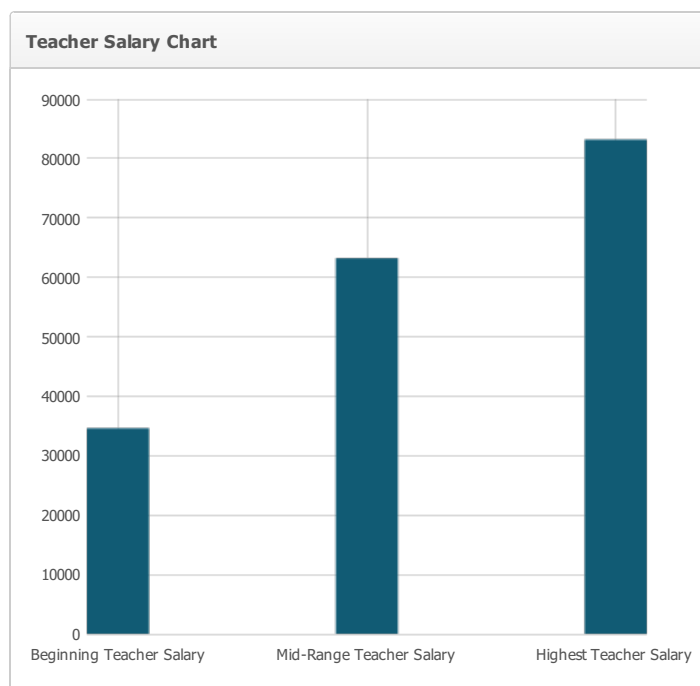
State and Federal programs at Chaparral Middle School include: Economic Impact Aid, Special Education, and Federal funding for English Learners (Title III). Through these programs, we offer intervention, staff development, and supplementary materials.

Last updated: 1/15/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,617	\$42,315
Mid-Range Teacher Salary	\$63,233	\$66,451
Highest Teacher Salary	\$83,195	\$85,603
Average Principal Salary (Elementary)	\$96,508	\$105,079
Average Principal Salary (Middle)	\$93,134	\$111,005
Average Principal Salary (High)	\$103,622	\$121,310
Superintendent Salary	\$158,018	\$189,899
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/15/2016

Professional Development – Most Recent Three Years

Appropriate staff development activities are based on the assessed needs of the teachers and support staff. These correlate to targeted student improvement areas defined by District and State assessment data. Teachers attend District and County workshops and share this information with the total staff. Every Friday, one hour of time is set aside specifically for teacher collaboration. During this time, teachers discuss student achievement, learning assessments and best practices. Curriculum leaders guide the staff in the implementation of new instructional strategies. This year our staff will receive further training on standards-based instruction and the use of assessment data to improve instruction. Our own teacher expertise is a valuable resource used through sharing of ideas and knowledge at grade level meetings, classroom visitations, presentations at Districtwide inservices, and demonstration lessons. The number of teacher inservice days for the last three years is as follows: 2013-14 - three; 2014-15 - three, 2015-16 - three.