Chaparral Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.
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.

2023-24 School Contact Information

School Name	Chaparral Middle School
Street	280 Poindexter Avenue
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6302
Principal	Tisha Glassman
Email Address	tglassman@mrpk.org
School Website	https://cms-moorpark-ca.schoolloop.com/
County-District-School (CDS) Code	56739406102230

2023-24 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2023-24 School Description and Mission Statement

Chaparral provides a variety of engaging and challenging learning opportunities for students. CMS has a dedicated and experienced staff that cares deeply about providing a world-class learning opportunity for every student. Additionally, rich elective offerings, including band, chorus, robotics, and others offer students additional opportunities to experience success. Our primary responsibility is to develop our students academically, socially, and emotionally, and we take this responsibility seriously. Extracurricular activities, clubs, and a robust ASB program allow students to become further involved in school-wide activities and to focus on their social-emotional well-being. This also allows students to learn more about important topics like internet safety, bullying prevention programs, etc.

The academic emphasis in the areas of Language Arts, Science, Social Studies, and Math are a priority and complemented by our 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. Our elective courses are implemented to feed into the award-winning Career and Technical Education programs at Moorpark High School.

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 will 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 students "become their best."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	203
Grade 7	166
Grade 8	203
Total Enrollment	572

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.4%
Asian	4.2%
Black or African American	1.6%
Filipino	0.3%
Hispanic or Latino	60.3%
Two or More Races	4.2%
White	29.4%
English Learners	9.3%
Foster Youth	0.2%
Homeless	1%
Socioeconomically Disadvantaged	40.4%
Students with Disabilities	18.7%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	69.74	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	2.10	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.00	17.56	14.90	5.58	12115.80	4.41
Unknown	3.00	10.56	22.40	8.40	18854.30	6.86
Total Teaching Positions	28.50	100.00	267.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	76.63	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	14.30	12.80	4.75	11953.10	4.28
Unknown	2.10	9.06	24.90	9.23	15831.90	5.67
Total Teaching Positions	24.00	100.00	269.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.00	3.40
Total Out-of-Field Teachers	5.00	3.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other 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, Study Sync, BookheadEd Learning 2017	Yes	0
Mathematics	Grade 6-8: CMP3-Connected Mathematics3 Pearson 2014 Math 1CP: Carnegie Learning 2013 Math 1 Honors: Carnegie Learning 2013	Yes	0
Science	Grade 6 - Focus on Earth Science, Glencoe 2007 Grade 7 - Focus on Life Science, Prentice Hall 2008 Grade 8 - Focus on Physical Science, Prentice Hall 2008	No	0
History-Social Science	Grade 6: World History Ancient Civilizations Grade 7: Medieval & Early Modern Times Grade 8: Creating America (McDougal Littell, 2006-2007)	No	0
Foreign Language	Asi se dice! - Spanish I (Glencoe)	Yes	0
Health	Health and Wellness, McMillan/McGraw Hill 2006 Positive Prevention Plus* Copyright 2016	Yes	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Chaparral was built in 1960 as a K-8 school, originally named Poindexter Elementary School in honor of an early Moorpark resident. In the 1970s permanent relocatables were added (rooms 7, 10-17). In the 1980s the name was changed to Chaparral and it became a Middle School (6-8). In the late 1980s both Moorpark and CMS experienced tremendous growth and portable classrooms 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. After the passage of a general obligation bond in the spring of 2002, a complete remodel of the main office allowed for the development of a student services suite of offices and a new library/media center. A new gymnasium and locker facility completed during the fall of 2003 added to the top-notch facilities that the community has come to expect. Later a performing arts wing was added, a new wing of six classrooms to replace relocatables, and a covered lunch area were completed. The District's Grounds and Maintenance Department personnel maintain the facilities and grounds. with major maintenance and modernization projects completed as needed during summer break. The school is equipped with energy-saving lighting and air conditioning systems and LED lights. 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. 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. The 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.

Chaparral has interactive whiteboards in all the classrooms. These boards combine whiteboard, computer, video, and audio all together to enhance student learning. Chaparral is a 1:1 technology school where each student was provided a Chromebook to be used for intervention and instruction
in language, reading, mathematics, and electives.

Year and month of the most recent FIT report	2/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		RM14: HVAC is not efficient - needs to be replaced; Flooring worn RM15: HVAC is not efficient - needs to be replaced; Flooring worn RM16 Computer Lab: HVAC is not efficient - needs to be replaced; Flooring worn RM17: HVAC is not efficient - needs to be replaced; Flooring worn RM23 Teacher Workroom: HVAC is not efficient - needs to be replaced; Flooring worn RM24 ASB: HVAC is not efficient - needs to be replaced; Flooring worn RM25: HVAC is not efficient - needs to be replaced; Flooring worn RM26 Computer Lab: HVAC is not efficient - needs to be replaced; flooring worn RM27 Meeting Rm: HVAC is not efficient - needs to be replaced; flooring worn RM28: HVAC is not efficient - needs to be replaced; flooring worn & needs interior paint

School Facility Conditions and Planned Improvements

				RM29: HVAC is not efficient - needs to be replaced; flooring worn RM30: HVAC is not efficient - needs to be replaced; flooring worn RM31: HVAC is not efficient - needs to be replaced; flooring worn RM32: HVAC is not efficient - needs to be replaced; flooring worn RM33: HVAC is not efficient - needs to be replaced; flooring worn RM34: HVAC is not efficient - needs to be replaced; flooring worn RM35: HVAC is not efficient - needs to be replaced; flooring worn RM36: HVAC is not efficient - needs to be replaced; flooring worn RM8: HVAC is not efficient - needs to be replaced; flooring worn RM9: HVAC is not efficient - needs to be replaced; flooring worn
Interior: Interior Surfaces			X	Band/Chorus: Carpet is worn, seam has been previously repaired - needs replacement Library: Door hard to latch; carpet is worn needs to be replaced Office: Flooring worn needs replacement; interior needs painting RM 1: Flooring worn needs replacement; interior needs painting RM 2: Flooring worn needs replacement; interior needs painting RM10: Flooring worn needs replacement; interior needs painting RM12: Flooring worn needs replacement; interior needs painting RM13: Flooring worn needs replacement; interior needs painting RM14: HVAC is not efficient - needs to be replaced; Flooring worn RM15: HVAC is not efficient - needs to be replaced; Flooring worn RM16 Computer Lab: HVAC is not efficient - needs to be replaced; Flooring worn RM17: HVAC is not efficient - needs to be replaced; Flooring worn RM18: Flooring worn needs replacement; interior needs painting RM19: Flooring worn needs replacement; interior needs painting RM20: Flooring worn needs replacement; interior needs painting RM21: Flooring worn needs replacement; interior needs painting RM22: Flooring worn needs replacement; interior needs painting RM23 Teacher Workroom: HVAC is not efficient - needs to be replaced; Flooring worn RM24

School Facility Conditions and Planned Improvements

				ASB: HVAC is not efficient - needs to be replaced; Flooring worn RM25: HVAC is not efficient - needs to be replaced; Flooring worn RM26 Computer Lab: HVAC is not efficient - needs to be replaced; flooring worn RM27 Meeting Rm: HVAC is not efficient - needs to be replaced; flooring worn RM28: HVAC is not efficient - needs to be replaced; flooring worn & needs interior paint RM29: HVAC is not efficient - needs to be replaced; flooring worn RM3: Flooring worn needs replacement; interior needs painting RM30: HVAC is not efficient - needs to be replaced; flooring worn RM31: HVAC is not efficient - needs to be replaced; flooring worn RM32: HVAC is not efficient - needs to be replaced; flooring worn RM33: HVAC is not efficient - needs to be replaced; flooring worn RM34: HVAC is not efficient - needs to be replaced; flooring worn RM35: HVAC is not efficient - needs to be replaced; flooring worn RM36: HVAC is not efficient - needs to be replaced; flooring worn RM37 Storage: Flooring worn needs replacement; interior needs painting RM38: Flooring worn needs replacement; interior needs painting RM39: Flooring worn needs replacement; interior needs painting RM4: Flooring worn needs replacement; interior needs painting RM40: Flooring worn needs replacement; interior needs painting RM41: Flooring worn needs replacement; interior needs painting RM42: Flooring worn needs replacement; interior needs painting RM43: Flooring worn needs replacement; interior needs painting RM5: Flooring worn needs replacement; interior needs painting RM6: Flooring worn needs replacement; interior needs painting RM8: HVAC is not efficient - needs to be replaced; flooring worn RM9: HVAC is not efficient - needs to be replaced; flooring worn Staff Lounge: Flooring worn needs replacement; interior needs painting
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Library: Door hard to latch; carpet is worn needs to be replaced

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	45	57	56	47	46
Mathematics (grades 3-8 and 11)	31	30	43	42	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	573	559	97.56	2.44	44.62
Female	273	271	99.27	0.73	48.34
Male	299	287	95.99	4.01	40.91
American Indian or Alaska Native	0	0	0	0	0
Asian	26	25	96.15	3.85	68.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	337	98.54	1.46	29.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	21	84.00	16.00	61.90
White	168	165	98.21	1.79	69.70
English Learners	54	51	94.44	5.56	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	243	236	97.12	2.88	27.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	103	95.37	4.63	6.80

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	573	563	98.25	1.75	30.37
Female	273	273	100.00	0.00	27.11
Male	299	289	96.66	3.34	33.22
American Indian or Alaska Native	0	0	0	0	0
Asian	26	25	96.15	3.85	48.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	340	99.42	0.58	17.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	21	84.00	16.00	42.86
White	168	166	98.81	1.19	51.81
English Learners	54	54	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	243	240	98.77	1.23	15.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	104	96.30	3.70	3.85

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.50	34.20	39.18	40.12	29.47	30.29

2022-23 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	200	196	98.00	2.00	34.69
Female	95	94	98.95	1.05	35.11
Male	105	102	97.14	2.86	34.31
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	117	115	98.29	1.71	18.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	60	60	100.00	0.00	60.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	89	100.00	0.00	10.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	12.50

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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 7	98%	92%	95%	92%	93%

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.

2023-24 Opportunities for Parental Involvement

Chaparral staff and parents work together through regularly scheduled School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings to plan and implement school improvements. An active PTSA group supports student learning through the purchase of classroom and supplemental materials for all subject areas. In addition, the PTSA hosts multiple fundraisers throughout the year, with the proceeds going to the support of CMS students and staff. The SSC meets at least three times per year to examine student achievement data and make suggestions for areas of improvement. ELAC also provides input to the school site council and makes suggestions for the School Plan for Student Achievement (SPSA). There are various opportunities throughout the year for parents to come onto campus to volunteer their time to support CMS students including a book fair and talent show. CMS also hosts Principal chats at least three times per year to provide an opportunity for parents to meet with the administrative team and ask questions about Chaparral. CMS also has active and involved Band and Chorus boosters that assist the music department with activities and year-round fund-raising. In an effort to keep parents informed, CMS sends home a weekly newsletter called "The Chaparral Connection". We are always open to parent input and ideas about how to reach our parent community.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	585	97	16.6
Female	287	283	45	15.9
Male	312	301	52	17.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	27	26	1	3.8
Black or African American	11	10	1	10.0
Filipino	2	2	0	0.0
Hispanic or Latino	357	349	66	18.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	3	12.5
White	179	174	26	14.9
English Learners	68	68	12	17.6
Foster Youth	1	1	1	100.0
Homeless	8	7	0	0.0
Socioeconomically Disadvantaged	261	254	54	21.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	119	113	28	24.8

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.96	10.17	0.06	1.71	2.75	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.17	0
Female	7.67	0
Male	12.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.7	0
Black or African American	18.18	0
Filipino	0	0
Hispanic or Latino	12.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	7.26	0
English Learners	14.71	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	13.79	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.13	0

2023-24 School Safety Plan

The School Safety Plan is updated annually before it is reviewed with staff at the beginning of each school year. The School Safety Plan was updated and approved by the School Site Council November 2022. Safety drills are practiced routinely on a monthly basis. These drills focus on fire, lockdown, and earthquake preparedness. Twice a year, a Districtwide disaster drill is conducted. Visitors to Chaparral are required to register in the main office and wear a "visitor" or "volunteer" badge at all times while on campus. Students are only released from school to a parent/guardian or individuals listed in their emergency files. Chaparral is a closed campus secured by perimeter fencing and is monitored from 8:00 a.m. to 3:30 p.m. daily by campus supervisors.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	9	2
Mathematics	21	9	9	1
Science	25	6	8	2
Social Science	25	5	10	1

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	2	8
Mathematics	27	4	4	6
Science	31		6	6
Social Science	27	2	8	4

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	4	5
Mathematics	26	5	3	6
Science	32	0	4	7
Social Science	27	2	8	3

2022-23 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	381.33

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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				
District	N/A	N/A		$74,061
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

State and Federal Programs at Chaparral include Special Education and federal funding for English Learners (Title III). Chaparral also receives Title I funding and is considered a "Targeted" Title 1 School. Through these programs, additional resources, interventions, and staff development are provided. Chaparral also receives LCAP funding to support our Socioeconomically Disadvantaged, English Learner, and Foster students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$38,959	$54,190
Mid-Range Teacher Salary	$71,164	$85,111
Highest Teacher Salary	$93,629	$104,999
Average Principal Salary (Elementary)	$116,707	$132,492
Average Principal Salary (Middle)	$120,772	$140,987
Average Principal Salary (High)	$140,762	$153,884
Superintendent Salary	$222,000	$255,503
Percent of Budget for Teacher Salaries	32.12%	32.09%
Percent of Budget for Administrative Salaries	5.95%	5.25%

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5		