



Fontana Unified Chaparral Academy of Technology



2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Fontana Unified
9680 Citrus Ave.
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BOARD OF EDUCATION

Adam Perez, President
Danielle Holley, Vice President
Angel Ramirez, Member
Mary Sandoval, Member
Marcelino "Mars" Serna, Member
Adriana-Rene Humber,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent,
Business Services
Jennifer Bourgeois, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
Human Resources
Craig Baker
Associate Superintendent,
Student Services

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> 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).

CALIFORNIA SCHOOL DASHBOARD

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

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT STATEMENTS

DISTRICT MISSION

“Every Student Successful. Engaging Schools. Empowered Communities.”

DISTRICT VISION

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

CORE VALUES

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

CORNERSTONES OF SUCCESS

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

DISTRICT FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

Principal's Message:

Welcome to Chaparral Academy of Technology! I invite you to read the valuable information presented in the following School Accountability Report Card and learn about our school. This report card provides a comprehensive view of Chaparral Academy of Technology.

The intent is to keep our parents and community members well informed about our instructional programs, student academic achievement, the teaching staff, and our resources.

Chaparral Academy of Technology is a great school. Like our mascot, the Roadrunner, we are small but mighty. The excellent quality of our instructional program is a reflection of a highly trained and committed staff, who are dedicated to providing a positive school experience in an environment that both nurtures and designs instruction to meet each child's needs.

Our instructional program is based on state standards and high expectations for academic performance. Our mission states: “Believe and Achieve, Every Child, Every Chance, Every Day.” We strive to maintain a safe campus that promotes personal responsibility for student behavior and mutual respect for all members of our learning community. We are proud of our accomplishments and collectively strive each year for increased academic excellence.

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

SCHOOL PROFILE

Chaparral Academy of Technology is one of the smallest elementary schools in the district, has one of the largest libraries in the district, and is the only two-story elementary school in the district. Chaparral staff members are dedicated to ensuring that all children receive a high quality education. To that end, Chaparral staff members regularly participate in professional development on a variety of topics, which may be held on campus, at the district level, and at professional conferences. Chaparral is a computer science immersion school and students receive lessons in coding, gaming, and robotics. We are also dedicated to ensuring high levels of student engagement through the use of cooperative learning strategies. Teachers meet regularly in Professional Learning Communities to plan lessons and analyze data as a grade level team. Multiple measures, to include state and district testing, will guide the direction of training topics for teachers. We are proud to promote college and career readiness for all of our students.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	47.10
Male	52.90
Non-Binary	
American Indian or Alaska Native	
Asian	1.20
Black or African American	3.70
Filipino	1.20
Hispanic or Latino	87.60
Native Hawaiian or Pacific Islander	
White	3.30
Two or More Races	2.90
EL Students	34.30
Foster Youth	0.40
Homeless	0.80
Military	
Socioeconomically Disadvantaged	93.40
Migrant Education	
Students with Disabilities	11.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	45
1st	36
2nd	36
3rd	46
4th	42
5th	37
Total	242

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.40	78.86	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	3.50	21.08	407.00	23.67	18,854.30	6.86
Total Teaching Positions	17.00	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.40	91.93	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	2.50	8.07	87.80	5.02	15,831.90	5.67
Total Teaching Positions	30.90	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	97.84	1,564.80	90.61	231,142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.40	2.05	11,746.90	4.23
Unknown	0.30	2.10	84.90	4.92	14,303.80	5.15
Total Teaching Positions	15.70	100.00	1,726.90	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	3.90	0.00

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 to certify that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2024-25 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016	Yes (Local)	0
	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (Local)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (Local)	0
	Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022	Yes (Local)	0
	Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	03/26/2024
Data Collected:	March 2024
Overall Summary of School Facility Conditions:	EXEMPLARY

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	GOOD	P- 1, P- 2, P- 3: 4. CARPET IS WORN. RM B 3: 4. CEILING TILE IS LOOSE.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	GOOD	RM C 10: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM C 3: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD.
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	

SCHOOL FACILITIES

Age and Condition of Facilities

Chaparral Academy of Technology provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision.

Built in 2001, the school sits on 5.5 acres. Facilities include a library, a staff lounge, 24 permanent classrooms, three portable classrooms, a computer lab, a staff workroom, and a multipurpose room.

Chaparral Academy of Technology continuously emphasizes efforts to maintain and upgrade technological infrastructure and equipment to increase interest and enhance class curriculum.

Campus Supervision

Students arriving on campus for breakfast are greeted at the main entrance by an aide and then directed to the cafeteria. At 7:15 a.m., the campus is open to all students; instructional aides and the principal provide supervision in the cafeteria and on the playground.

During recess, instructional aides and principal are on the playground to ensure students play safely. At lunch time, school site aides and principal monitor cafeteria and playground activities. When students are dismissed for the day, teachers escort their class to the student pickup loop and escort bus riders to the bus pickup area. Chaparral Academy of Technology is a closed campus. During school hours, all visitors must sign in at the school's office, show a government-issued ID card, and wear a visitor's badge or sticker while on campus.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure that playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. One full-time day custodian and one full-time evening custodian are assigned to Chaparral Academy of Technology and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order.

Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked routinely throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

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

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: Wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs.

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	25	30	31	34	35	37	47	46	47
Mathematics (Grades 3-8 and 11)	14	20	25	18	21	23	33	34	35
Science (Grades 5, 8, and 10)	16	20	25	16	17	19	29	30	31

Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	127	125	98.43	1.57	31.20
Male	67	67	100.00	0.00	29.85
Female	60	58	96.67	3.33	32.76
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	112	98.25	1.75	27.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	43	41	95.35	4.65	12.20
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	117	99.15	0.85	30.77
Migrant Education	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	127	127	100.00	0.00	25.20
Male	67	67	100.00	0.00	29.85
Female	60	60	100.00	0.00	20.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	114	114	100.00	0.00	21.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	43	43	100.00	0.00	6.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	118	118	100.00	0.00	25.42
Migrant Education	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	9.52

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	36	36	100.00	0.00	25.00
Male	18	18	100.00	0.00	22.22
Female	18	18	100.00	0.00	27.78
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	22.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	--	--	--	--	--
EL Students	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	23.53
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2023-24 Physical Fitness Test Participation					
Grade	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
5th	97	97	97	97	97

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	263	254	69	27.2
Female	125	122	33	27.0
Male	138	132	36	27.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	11	6	54.5
Filipino	--	--	--	--
Hispanic or Latino	231	222	60	27.0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
EL Students	94	94	23	24.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	239	231	62	26.8
Migrant Education	--	--	--	--
Students with Disabilities	35	34	13	38.2

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to become involved in Chaparral Academy of Technology's learning community by volunteering in the classroom/library, attending school events, or sharing in the decision-making process. Events such as Back-to-School Night, Epic Builds (technology showcase events), and Coffee with the Principal provide opportunities for parents to interact with school staff while supporting their child's academic programs.

The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. The Parent Teacher Association earns the funds to provide enrichment learning through field trips, school assemblies, and incentive awards for the students. Chaparral hosts a monthly Coffee with the Principal event that frequently features college and career readiness topics, to include learning about AVID secondary options and California's A-G requirement classes for college acceptance.

All school-to-home communication is provided in both English and Spanish. The school's website is updated monthly, and gives parents information on attendance issues, provides a calendar of scheduled events, announces student recognition recipients, and offers helpful homework hints for parents. Some teachers send home weekly newsletters to keep parents apprised of class lessons and activities. We send home weekly phone dialer calls to remind parents of upcoming events. This year, we also began using Parent Square to share messages from the principal and teachers. The school marquee displays current school information as well as upcoming events. Paper flyers are also distributed occasionally to let parents know of important activities and school news.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2024. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools’ Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.14	1.05	0.00	0.00	0.00	0.00
District	3.27	3.80	2.38	0.04	0.03	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	484

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	20	18	23	3	2			0	4	1	0	
1st	24	14	20	1	3	3	4	0		1	0	1
2nd	26	20	21	1	1	3	4	2		1	0	1
3rd	23	15	21	2	2	2	4	2	2	1	0	1
4th	24	19	16	5	5	5	2	3	2	2	0	1
5th	27	18	18	4	5	3	3	3	2	2	0	1
Other	43	0	20	4	0	1		0	1	1	0	

DISTRICT REVENUE SOURCES

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 11,545.72
School: From Supplemental/Restricted Sources	\$ 3,392.76
School: From Basic/Unrestricted Sources	\$ 8,152.96
District: From Basic/Unrestricted Sources	\$ 7,438.96
Percentage of Variation between School & District	9.6 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	-24.3 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 56,572.74
Mid-Range Teachers	\$ 91,736.00	\$ 87,185.69
Highest Teachers	\$ 123,294.00	\$ 119,664.66
Elementary School Principals	\$ 142,090.00	\$ 148,486.09
Middle School Principals	\$ 144,894.00	\$ 154,835.19
High School Principals	\$ 153,959.00	\$ 170,007.96
Superintendent	\$ 310,000.00	\$ 338,699.13
Teacher Salaries	30.69 %	31.41 %
Administrative Salaries	4.16 %	4.86 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2022-23 Average Teacher Salary	
School	\$ 103,345.07
District	\$ 98,445.00
Percentage of Variation between School & District	4.98 %
All Similar School Districts	\$ 94,625.00
Percentage of Variation between School & State	9.22 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2022-23	2023-24	2024-25
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five - ten days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND CLIMATE FOR LEARNING

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

Chaparral students and staff are dedicated to creating a positive, productive school climate that is highly conducive to learning. The Bucket Fillers Program encourages students to make friendly, responsible, safe choices and is inspired by the book, *Have You Filled A Bucket Today?* by Carol McCloud. Everyone in the world carries an invisible bucket that holds their good thoughts and good feelings about themselves, and people's actions either fill up or dip out of others' buckets.

At the beginning of the school year, school rules and behavior expectations are shared with students in the classroom and at grade level assemblies. The parent/student handbook outlines school rules, behavior/academic expectations, and district policies, and is available on the school website. The policies are also given to students on the first day of school.

Chaparral rules are phrased in PBIS (Positive Behavior Intervention and Supports) style and are clearly posted throughout campus.

Students are reminded of their individual academic and behavior responsibilities throughout the year in daily morning announcements, at assemblies, and through Connect5 messages. At parent conferences, a parent/student/teacher contract is signed to confirm receipt and understanding of parent's, student's and teacher's responsibilities.

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

Student recognition is highly celebrated at Chaparral Academy of Technology. Each student has the opportunity to be recognized for outstanding academic efforts, good citizenship, good attendance, and positive choices. The administration and counselor provide students with certificates and prizes on a weekly or monthly basis for good attendance, Bucket Filler of the Month, Character Counts Award of the Month, and Student of the Month. There are also recognition ceremonies for specific academic awards, such as the Golden Groundhog Awards.

Students use teamwork to maintain perfect attendance to qualify as a class to earn weekly and monthly incentive awards.