

Chaparral Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

| | |
|--|-----------------------------|
| School Name | Chaparral Elementary School |
| Street | 17250 Tannin Dr. |
| City, State, Zip | Poway, CA 92064-1123 |
| Phone Number | 858-485-0042 |
| Principal | Rhiannon Sharp Buhr |
| Email Address | rbuhr@powayusd.com |
| School Website | www.powayusd.com |
| County-District-School (CDS) Code | 37682966097216 |

2021-22 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Marian Kim-Phelps, Ed.D. |
| Email Address | cdonnelly@powayusd.com |
| District Website Address | www.powayusd.com |

2021-22 School Overview

The picture that is drawn of Chaparral Elementary School seems lifted from a Norman Rockwell painting. Our school is an award winning National Blue Ribbon, National School of Character, and California Distinguished School perched on a sunny hillside in Poway, California, amid a residential neighborhood overlooking the San Diego suburb of Rancho Bernardo. Chaparral Elementary School is a highly industrious gathering place! Each week, our campus is alive with legions of volunteers, committed professionals, hardworking support staff, and enthusiastic students. Our school boasts one of PUSD's largest forces of parent and community volunteers. Our school annually logs an average of 15,000 volunteer hours according to PTA data collected over the past five years. Chaparral has over 800 students from preschool, critical skills classrooms, and transitional kindergarten through fifth grade, walk or drive in from the neighboring areas of Rancho Bernardo and Poway. During the week, our Extended Student Services program opens at 6:30 a.m. and closes at 6:00 p.m. each evening and supervises the District's largest ESS program with over 200 students enrolled. Our preschool classes meet each day to instruct more than twenty-two children in a parent participation program aimed at preparing our children for success in kindergarten and beyond. Chaparral is a nationally recognized and award winning institution meeting the diverse needs of a large and motivated student body. As envisioned, these predicted accomplishments are guided annually through the shared leadership of Chaparral's dedicated teachers, staff, principal, and community. Together, we work hand-in-hand to foster in each child a passion to learn using enriched curriculum, researched best practices, and technological advances. Our school goals are to increase student responsibility for individual behavior and to promote academic excellence for all students. Chaparral is a district leader in integrating character education throughout our academic curriculum. Our Chaparral mission statement captures the essence of what we value. "The students, parents, and staff of Chaparral Elementary School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning." Teachers teams have been trained in Responsive Classroom, a program highlighted on the federal list of best practices for character education. Chaparral Elementary is mentioned in the nationally published Responsive Classroom brochure as a "success story" in the implementation of the model. In our classrooms, one can observe strategies such as morning meetings, academic choice, and cooperative structures to teach and support appropriate social development and academic achievement. A wide range of programs and support services have been developed to enhance student achievement and character development at Chaparral. Examples of these support service groups include the following: Art's Attack - Character Counts! - Fifth Grade Band - Chaparral Foundation - Physical Education Program - Technology - Mentors - Fitness Club - Student Council - Melody Makers Choral Program - Academic Mentor Program - Innovation Lab- Garden Program - PBIS - Preschool - SHOK/OASIS (Adult Volunteer Programs) - RtI2 (Response to Intervention and Instruction) - Kids In Action- ELL - GATE Programs - Community Gathering. The students, parents, and staff of Chaparral Elementary

2021-22 School Overview

School create a positive and productive environment that instills in each child, strength of character, a sense of community, and love of learning.

Chaparral is committed to empowering students to achieve their highest potential, We are dedicated to instilling in each student a love of learning, the willingness to take risks, and to be problem solvers. The school and the community are united with a goal of developing students who are confident, innovative, equipped with the knowledge, skills, and productivity to continue their education and become respectful, responsible, and inspired adults

We believe ALL students can learn each and every day, whatever it takes!

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 156 |
| Grade 1 | 133 |
| Grade 2 | 125 |
| Grade 3 | 123 |
| Grade 4 | 131 |
| Grade 5 | 134 |
| Total Enrollment | 802 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.1 |
| Asian | 16.3 |
| Black or African American | 1.4 |
| Filipino | 3.2 |
| Hispanic or Latino | 12.8 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 13.7 |
| White | 52.2 |
| English Learners | 12.3 |
| Foster Youth | 0.1 |
| Homeless | 1 |
| Socioeconomically Disadvantaged | 11.6 |
| Students with Disabilities | 14.1 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|--|----------|
| Year and month in which the data were collected | 9/9/2021 |
|--|----------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Mathematics | Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Science | Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| History-Social Science | Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| Health | Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | | |

School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

01/2021

School Facility Conditions and Planned Improvements

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| 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 | | | |

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 387 | NT | NT | NT | NT |
| Female | 184 | NT | NT | NT | NT |
| Male | 203 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 62 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 13 | NT | NT | NT | NT |
| Hispanic or Latino | 48 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 47 | NT | NT | NT | NT |
| White | 210 | NT | NT | NT | NT |
| English Learners | 30 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 39 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 61 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 387 | NT | NT | NT | NT |
| Female | 184 | NT | NT | NT | NT |
| Male | 203 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 62 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | 13 | NT | NT | NT | NT |
| Hispanic or Latino | 48 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 47 | NT | NT | NT | NT |
| White | 210 | NT | NT | NT | NT |
| English Learners | 30 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 39 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 61 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|----------------------------------|-----|-----|--------|--------|--------|
| All Students | 410 | 378 | 92.20% | 7.80% | 84.10% |
| Female | 197 | 180 | 91.40% | 8.60% | 84.40% |
| Male | 213 | 198 | 93.00% | 7.00% | 83.80% |
| American Indian or Alaska Native | * | * | | | |
| Asian | 65 | 61 | 93.80% | 6.20% | 88.50% |
| Black or African American | * | * | 83.30% | 16.70% | 60.00% |
| Filipino | 14 | 13 | 92.90% | 7.10% | 69.20% |
| Hispanic or Latino | 51 | 45 | 88.20% | 11.80% | 82.20% |

| | | | | | |
|--|-----|-----|---------|--------|---------|
| Native Hawaiian or Pacific Islander | * | * | 100.00% | 0.00% | 100.00% |
| Two or More Races | 48 | 48 | 100.00% | 0.00% | 89.60% |
| White | 225 | 205 | 91.10% | 8.90% | 83.40% |
| English Learners | 32 | 29 | 90.60% | 9.40% | 79.30% |
| Foster Youth | * | * | | | |
| Homeless | * | * | 100.00% | 0.00% | 33.30% |
| Military | * | * | 87.50% | 12.50% | 85.70% |
| Socioeconomically Disadvantaged | 43 | 36 | 83.70% | 16.30% | 66.70% |
| Students Receiving Migrant Education Services | * | * | | | |
| Students with Disabilities | 66 | 50 | 75.80% | 24.20% | 42.00% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--|-----|-----|---------|---------|---------|
| All Students | 410 | 374 | 91.20% | 0.20% | 83.70% |
| Female | 197 | 177 | 89.80% | 0.50% | 80.80% |
| Male | 213 | 197 | 92.50% | 0.50% | 86.30% |
| American Indian or Alaska Native | * | * | | | |
| Asian | 65 | 60 | 92.30% | 1.50% | 90.00% |
| Black or African American | * | * | 83.30% | 16.70% | 40.00% |
| Filipino | 14 | 13 | 92.90% | 7.10% | 53.80% |
| Hispanic or Latino | 51 | 43 | 84.30% | 2.00% | 74.40% |
| Native Hawaiian or Pacific Islander | * | * | 100.00% | 100.00% | 100.00% |
| Two or More Races | 48 | 47 | 97.90% | 2.10% | 87.20% |
| White | 225 | 205 | 91.10% | 0.40% | 85.90% |
| English Learners | 32 | 29 | 90.60% | 3.10% | 75.90% |
| Foster Youth | * | * | | | |
| Homeless | * | * | 100.00% | 33.30% | 66.70% |
| Military | * | * | 75.00% | 12.50% | 100.00% |
| Socioeconomically Disadvantaged | 43 | 35 | 81.40% | 2.30% | 68.60% |
| Students Receiving Migrant Education Services | * | * | | | |
| Students with Disabilities | 66 | 48 | 72.70% | 1.50% | 50.00% |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 123 | NT | NT | NT | NT |
| Female | 53 | NT | NT | | |
| Male | 70 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 19 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 15 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | NT | NT | NT | NT |
| White | 70 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 12 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Chaparral's professional teams and administration value the opinions, expertise, and devout volunteerism found within Chaparral's community and welcome involvement in decision making through, School Site Council (SSC) and Foundation (CAPES) participation. Our Foundation and SSC, allocates resources to support student achievement. The Chaparral Foundation's mission statement is "to enhance the quality of our children's education by supporting technology and resources at Chaparral". To determine those needs and how to fund them, the Chaparral School Site Council, Foundation, the administration, and the teachers continue to collaborate on how to enhance our children's educational experience. These needs change every year based on state and district fund disbursements. To date the Foundation has purchased a new computer lab, eighty-five iPads, two hundred chromebooks, thirty-four apple tvs, twenty-four doc-u-cams and twenty-four LCD projectors. In addition, six portable handheld "slates" have been provided to accompany document cameras. They procured two new printers (located in the office and library for use by all staff), purchased Brain-pop and Brain-pop Jr., one-hundred new quizzes for the Reading Counts Program, and they funded Art's Attack for the entire school year. Foundation also funded the opening of our Innovation Lab, where students experience hands on lessons tied to Next Generation Science Standards. To quote the year end report, "The Foundation has already made a difference this year in your child's school day. We will continue to strive for collaboration from teachers, administrators and parents to provide the educational enhancements needed to prepare our children for future challenges." The Foundation also supports school enrichment through the funding of a PE instructional assistant, a music teacher, teacher supply accounts, grants, assemblies, Family Fun Nights, library books, Character Counts, Olympic Field Day, and Fitness Club. A Chaparral volunteer leads Melody Makers and provides Chaparral students first through fifth grade with an extra outlet for singing and performing as a group and individually. The SSC monitors the Chaparral vision, school-wide goals and strategic plan each year. The SSC allocates funds in support of student achievement and intervention for at-risk students. This year the SSC voted to support our ELL students by using EIA funds to provide two impact teachers for our primary grades. This impact teachers will provide support and remediation in the area of literacy, using Read-Well and SIPPS, both researched based curriculum. Parents participate in classrooms by working with individual students and small groups and by teaching whole-group lessons. Programs such as Art Attack, where parents are trained to instruct children in the styles of the great Art Masters, and Character Counts, consisting of volunteers who support teachers to integrate Character Education into academic lessons, are supporting student success in the arts and social development. Volunteers also assist in the library, our school garden and the innovation lab.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 855 | 837 | 74 | 8.8 |
| Female | 417 | 408 | 40 | 9.8 |
| Male | 438 | 429 | 34 | 7.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 137 | 134 | 6 | 4.5 |
| Black or African American | 13 | 12 | 2 | 16.7 |
| Filipino | 28 | 28 | 2 | 7.1 |
| Hispanic or Latino | 113 | 110 | 21 | 19.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 113 | 113 | 8 | 7.1 |
| White | 449 | 438 | 35 | 8.0 |
| English Learners | 112 | 110 | 14 | 12.7 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 8 | 8 | 1 | 12.5 |
| Socioeconomically Disadvantaged | 104 | 102 | 27 | 26.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 137 | 134 | 34 | 25.4 |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.17 | 0.35 | 1.43 | 0.18 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.07 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.34 | 1.02 | 2.45 |
| Expulsions | 0.00 | 0.05 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.35 | 0.00 |
| Female | 0.48 | 0.00 |
| Male | 0.23 | 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 | 0.88 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.45 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

Effective safety and disaster plans are comprehensive and detailed. Plans are revised and updated each year by the Disaster Committee. All staff and members of the community work together to promote the safety of each student by adhering to these plans which are communicated to parents in our handbook and through connect-eds. Procedures are in place to secure our campus and to ensure that only authorized adults are on our campus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 8 | |
| 1 | 23 | | 5 | |
| 2 | 26 | | 5 | |
| 3 | 21 | 1 | 5 | |
| 4 | 33 | | | 4 |
| 5 | 46 | 1 | | 5 |
| 6 | | | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 28 | | 6 | 1 |
| 1 | 24 | | 5 | |
| 2 | 26 | | 5 | |
| 3 | 26 | | 5 | |
| 4 | 32 | | 4 | |
| 5 | 33 | | | |
| 6 | | | | |
| Other | 13 | 3 | 1 | |

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | 3 | 3 | 1 |
| 1 | 23 | | 5 | |
| 2 | 24 | | 4 | |
| 3 | 24 | | 5 | |
| 4 | 28 | | 4 | |
| 5 | 50 | | 4 | 1 |
| 6 | | | | |
| Other | 13 | 5 | 3 | |

2020-21 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 | |

2020-21 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) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.6 |
| Social Worker | 0 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 1.1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 2.4 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | 7,785.26 | 1,658.95 | 6,126.31 | 85095.78 |
| District | N/A | N/A | 7,997.43 | \$84,123 |
| Percent Difference - School Site and District | N/A | N/A | -26.5 | 1.1 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | -31.8 | 0.5 |

2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$49,682 | \$50,897 |
| Mid-Range Teacher Salary | \$78,590 | \$78,461 |
| Highest Teacher Salary | \$107,628 | \$104,322 |
| Average Principal Salary (Elementary) | \$140,850 | \$131,863 |
| Average Principal Salary (Middle) | \$147,568 | \$137,086 |
| Average Principal Salary (High) | \$160,950 | \$151,143 |
| Superintendent Salary | \$305,509 | \$297,037 |
| Percent of Budget for Teacher Salaries | 35% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the California State Standards, The Daily Five, Benchmark, implementing the use of technology in teaching and learning, close and critical reading, writing, number talks, positive discipline in-services, dyslexia training, Stanford Harmony (social/emotional learning program), Trauma Informed Practices, NGSS, RtI, CORE assessments, and cultural proficiency training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are also encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn their NBCT status.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 4 | |

Poway Unified

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|----------------|--------------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Marian Kim-Phelps, Ed.D. |

| | |
|---------------------------------|------------------------|
| Email Address | cdonnelly@powayusd.com |
| District Website Address | www.powayusd.com |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 18814 | 8 | 0.04 | 99.96 | -- |
| Female | 9036 | 2 | 0.02 | 99.98 | -- |
| Male | 9760 | 6 | 0.06 | 99.94 | -- |
| American Indian or Alaska Native | 21 | 0 | -- | 100.00 | -- |
| Asian | 4246 | 2 | 0.05 | 99.95 | -- |
| Black or African American | 341 | 1 | 0.29 | 99.71 | -- |
| Filipino | 910 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3249 | 1 | 0.03 | 99.97 | -- |
| Native Hawaiian or Pacific Islander | 40 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 2363 | 2 | 0.08 | 99.92 | -- |
| White | 7644 | 2 | 0.03 | 99.97 | -- |
| English Learners | 1258 | 1 | 0.08 | 99.92 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 840 | 0 | 0.00 | 100.00 | -- |
| Military | 532 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2983 | 1 | 0.03 | 99.97 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 2713 | 8 | 0.29 | 99.71 | -- |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 18813 | 8 | 0.04 | 99.96 | -- |
| Female | 9036 | 2 | 0.02 | 99.98 | -- |
| Male | 9759 | 6 | 0.06 | 99.94 | -- |
| American Indian or Alaska Native | 21 | 0 | -- | 100.00 | -- |
| Asian | 4246 | 2 | 0.05 | 99.95 | -- |
| Black or African American | 341 | 1 | 0.29 | 99.71 | -- |
| Filipino | 910 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3248 | 1 | 0.03 | 99.97 | -- |
| Native Hawaiian or Pacific Islander | 40 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 2363 | 2 | 0.08 | 99.92 | -- |
| White | 7644 | 2 | 0.03 | | -- |
| English Learners | 1258 | 1 | 0.08 | 99.92 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 840 | 0 | 0.00 | 100.00 | -- |
| Military | 532 | 0 | 0.00 | 100.00 | -- |
| Socioeconomically Disadvantaged | 2983 | 1 | 0.03 | 99.97 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 2713 | 8 | 0.29 | 99.71 | -- |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.