

## FONTANA UNIFIED SCHOOL DISTRICT

# MAPLE ELEMENTARY SCHOOL

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Grades PreK-5  
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## 2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired October 2006 and school facilities information was acquired in June 2007.*

### Principal's Message

Welcome to Maple Elementary School. I am proud to be the principal and pleased to have your children here. Maple is a wonderful and diverse community that is focused on achievement and strives to increase student academic achievement. This report will provide you, parents and community members, with information about our school's students, staff, and resources. I believe that the home, community, and school working together is the key to school success and hope that you will gain a better understanding of our school through the information provided in this report. We invite all community members to visit and become familiar with our school.

Maple provides educational experiences and opportunities to help all children achieve state and district grade level standards and to develop and grow to their highest potential.

Improvement of our students' academic achievement in the areas of Language Arts and Math is the focus of our school wide programs. Measures to achieve this goal include regular meeting by Student Intervention Teams to examine the progress of students, diagnose and offer interventions, extra reading, math and language assistance through after-school tutoring programs, Orchard, Achieve3000™, Study Island, and intersession programs. Maple has a part-time counselor, a reading coach, peer tutors, and literacy groups as well as classroom instruction revolving around the district's curriculum. Thank you for your support. Working together, we will be able to reach our collective and individual goals. I look forward to celebrating and sharing the achievements of our students.

Achievement is also tied to attendance, therefore, Maple is making an effort to improve attendance with the coordinated teamwork of the administrators, teachers, parents, community liaison and attendance clerk. Finally, the school provides professional development activities for teachers which occur on weekly minimum days and during Buy Back Days of training in a variety of effective teaching strategies in reading, writing, and math.

### Maple ABC's

Attitude

Belief

Commitment

### Parent Involvement

Parents are encouraged to get involved in Maple Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Events such as Back to School Night and Open House provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parents are invited to help develop and maintain Maple Elementary's Alternate Governance Plan - the "map" of instructional programs, strategies, and improvement efforts. Parent meetings are held once a month to help parents support and to provide input on the schools' language arts program. For bilingual parents who want to effectively support their child's academics at home, Maple Elementary offers Community Based English Tutoring sessions at scheduled times throughout the school year. The School Site Council, Parent Teacher Association, and English

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

All school-to-home communication is provided in both English and Spanish. The school's "What's Cooking" report is sent home to parents twice a month and can be found on the school's website; this report highlights the positive achievements happening at Maple Elementary and keeps parents informed of important dates and events. Students are given a monthly calendar to take home which details daily activities and events. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and reports cards are issued at the end of each trimester. On occasion, flyers are sent home to remind parents of school activities or important events. The school's website is updated monthly and is a valuable parent resource featuring informational newsletters and website links that support Maple Elementary's effort to create a positive learning environment. Parents seeking more information about volunteering their time to the school community may contact the attendance clerk at (909) 357-5670.

## School Profile

Maple Elementary School is a multi-track, year-round school serving 843 students in kindergarten through fifth grade, including 13% in special education and 48% qualifying for English Language Learner support. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

Maple Elementary strives to continue making progress to ensure students are performing at grade level proficiency levels and meeting state content standards. Through enhanced training and program implementation, school staff take advantage of the research-based resources available as they proceed into the future implementing innovative standards-based teaching strategies and using assessment data to evaluate the effectiveness of their efforts. The use of technology is a major component in achieving school goals and strongly emphasized throughout the curriculum to supplement class lessons.

## Student Achievement

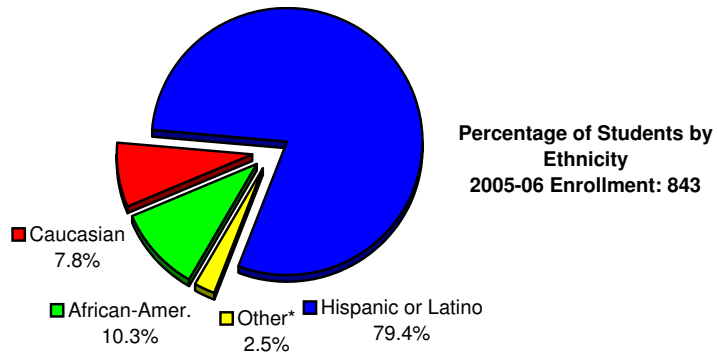
Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Maple Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Maple Elementary provided individualized intervention programs for those students not meeting grade level proficiency standards.

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language



\*American Indian or Alaska Native, Filipino, Pacific Islander, Multiple or No Response, and Asian combined.

District Benchmark Assessments						
Percentage of Students Scoring at Proficient & Advanced Levels						
2003-04						
Grade	K	1	2	3	4	5
Reading	86%	33%	22%	16%	15%	15%
Math	91%	56%	62%	48%	48%	29%
Writing	N/A	23%	45%	34%	19%	29%
2004-05						
Grade	K	1	2	3	4	5
Reading	71%	23%	33%	21%	15%	16%
Math	90%	49%	53%	46%	28%	25%
Writing	N/A	26%	18%	20%	12%	20%
2005-06						
Grade	K	1	2	3	4	5
Reading	N/A	47%	53%	18%	30%	44%
Math	90%	49%	45%	46%	35%	38%
Writing	N/A	36%	27%	26%	29%	34%

CAT/6 Test Results									
All Students									
Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Maple			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	26	14	22	29	27	28	43	41	42
Math	43	37	40	39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

CAT/6 Test Results							
Numerically Significant Ethnic Subgroups							
Percentage of Students Scoring At or Above Average (50th Percentile Rank)							
2005-06							
	Maple						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	17	*	*	*	20	*	45
Math	17	*	*	*	41	*	45

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results						
Other Numerically Significant Subgroups						
Percentage of Students Scoring At or Above Average (50th Percentile Rank)						
2005-06						
	Maple					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	16	31	15	22	11	
Math	37	44	45	40	19	

is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Maple Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

### California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Maple Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, 18.6% of fifth grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Maple			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	20	20	32	20	25	28	36	40	42
Math	35	34	42	23	26	27	34	38	40
Science	5	9	8	9	11	18	25	27	35
History				16	18	17	29	32	33

*Only grades 5, 8, and 10 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Maple						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	23	*	*	*	31	*	48
Math	33	*	*	*	42	*	57
Science	9			*	6		21
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Maple					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	31	33	22	32	14	
Math	42	42	35	42	18	
Science	9	7	2	8	0	
History						

### Academic Performance Index (API) Three-Year Performance Comparison

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		3	3	4
Similar Schools Rank		6	6	9
Results		Increase/Decrease in API		
		03-04	04-05	05-06
Schoolwide - All Students	718	19	-6	48
Ethnic Subgroups				
Hispanic or Latino	714	18	0	45
Other Subgroups				
Economically Disadvantaged	718	22	1	48
English Learners	697	**	**	68

*\*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Maple Elementary School did meet its 2006 AYP; however, it will remain in Title I Program Improvement status until it meets AYP for two consecutive years.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Maple	FUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	No

\*Graduation Rate applies to grades 9-12 only.

There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students attending PI schools may transfer to a non-PI school within their district. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Maple Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

### Title I Program Improvement (PI) Status

	Maple	FUSD
PI Status	In PI	In PI
First Year of PI Implementation	2002-03	2006-2007
Year in PI	4	Year 1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently identified for PI		22.0

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

## School Facilities & Safety

Maple Elementary provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1963; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. Two new buildings were recently completed in May 2006 which provide additional classrooms and a new library. The remodeling of Maple Elementary's administration offices were completed in April 2006 and included freshly painted walls, new carpeting, and updated workstations.

### Campus Supervision

In the morning as students arrive on campus, four noon aides supervise activities in the cafeteria and on the playground. During recess, five noon aides and the principal oversee playground activities. Five noon aides cover the cafeteria and playground during the lunch period. When students are dismissed for the day, teachers and both administrators are stationed at the crosswalk and bus areas to ensure students depart safely. Maple Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: 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, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

### Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

### Campus Description

Year Built	1963
Acreage	9.43 ac
Square Footage	57,372
	<b>Qty.</b>
# of Permanent Classrooms	22
# or Portable Classrooms	31
Library	1
Health Office	1
Computer Lab	2
Staff Lunch Room	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

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.

One full-time day custodian and two full-time evening custodians are assigned to Maple Elementary 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, principal, and assistant principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked a minimum of three times (and more often if necessary) throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Maple Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 27, 2006. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.

School Site Inspection		
Most Recent Inspection: July 27, 2006		
Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	No	North Gate of Power Cage - unlocked and had no lock (taken care of immediately). Northwest corner of Power Cage - unlocked (lock present could not be unlocked so a new lock was used). Fencing near K building is being worked on; pipes and no top rail (will be replaced).
Interior Surfaces (Walls, Floors, & Ceilings)	No	Cafeteria - several slightly chewed (worn) moldings near floor (not sharp or big).
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	No	G-17, G-18, & G-19 - others in a new building - have no fire alarm pulls (we were informed that it was not needed because there are sensors that automatically trigger alarm).
Electrical (Interior & Exterior)	No	Cafeteria electrical access panels - breaker panel was opened; closed it but no key to lock. G-16 - ceiling tile out of place. T-24 - install blank plate on 4 gauge electric box on south wall.
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside & Outside)	No	Cafeteria - left drinking fountain weak water pressure.
Restrooms	No	East portable Girls RR (near T-31) - no seat covers. East portable Boys RR (near T-31) - toilet paper dispenser empty. RR (4) Boys - no seat cover dispensers. RR (4) Girls - 2 toilet paper dispensers and seat cover dispensers were empty (1stall ok). Cafeteria RR - dirty vent (taken care of immediately with broom).
Sewer	Yes	
Playgrounds/School Grounds	No	West Main Water Valve - dripping water with algae growth and no chains.
Other	N/A	

100% of restrooms fully operational during the 2005-06 school year.  
Deficiencies noted in school inspection report were corrected immediately by the district's maintenance department.

### Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Maple Elementary received \$25,447.82 in deferred maintenance funds for roofing repairs (\$18,250.00), and plumbing repairs (\$7,197.82) throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Maple Elementary's schoolwide discipline and classroom management program is based on BEST Practices - Building Effective Schools Together. The BEST Practices program is a proactive and preventative approach to creating a positive, rewarding, and supportive learning environment. Behavioral expectations are based on three primary traits - be safe, be responsible, and be respectful - and integrated daily in the classroom, in the curriculum, and on the playground.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the classroom; students who continue to have difficulty

following school rules are referred to the principal and more serious disciplinary measures imposed, which include parent conferences, phone calls to parents, counseling, suspension, and in some cases expulsion.

Suspensions & Expulsions			
	Maple		
	03-04	04-05	05-06
Suspensions (#)	24	26	44
Suspensions (%)	2.68%	2.83%	5.22%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	03-04	04-05	05-06
	Suspensions (#)	1022	1107
Suspensions (%)	4.91%	5.37%	5.18%
Expulsions (#)	16	14	7
Expulsions (%)	0.08%	0.07%	0.03%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

At the beginning of the school year, school rules and behavioral expectations are shared with students at grade level assemblies and in the student/parent handbook. Students are reminded of school rules and their citizenship responsibilities midway through the school year and reviewed as needed as issues arise.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students select one of their classmates to be honored as Student of the Trimester; students are selected based upon attendance, behavior, classwork performance, and being a good role model. In an effort to promote attendance schoolwide, incentive programs are in place for individual and classroom efforts. At the end of each month, the names of those students who have maintained a perfect attendance record and had no tardies for the month are entered into a drawing for a bicycle - one student is selected from grades K-3 and one from grades 4-5. The K-3 classroom that has the highest attendance rate for the month gets a pizza party for lunch. All 4-5 classrooms that have maintained a perfect attendance record earn a "letter" to complete the spelling of their designated reward (i.e., the class may earn an "C" for the phrase "Ice Cream"). When all letters have been accumulated, the students receive the reward that was spelled out with the earned letters. At the end of each trimester, students with outstanding academics, achieving Honor Roll, and maintaining perfect attendance are recognized at an awards assembly.

After-school programs and clubs feature fun activities that promote academic enrichment and parent involvement. Maple Elementary sponsors a Writing Club, Science Fair Club, and Homework Club.

### Class Size

Maple Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2005-06 school year, 100% of Maple Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR

Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

### Percentage of K-3 Classrooms Participating in the Class Size Reduction Program

Grade	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Class Size Distribution Self-Contained Classes

2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.8		5	
1	18.3	4	4	
2	20.5	2	6	
3	18.0	7		
4	27.0		7	
5	29.8		5	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.5	4	1	1
1	20.3	3	5	
2	20.3	3	5	
3	18.2	9		
4	28.7		6	
5	32.8		1	4
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.5	6	2	
1	20.4	3	4	
2	20.1	3	4	
3	20.0	3	4	
4	29.2		5	
5	27.3		4	
Combo 4-5	28.0	1		

Combo classes are any combination of 4-5 grades.

### Instructional Time

During the 2005-06 school year, all instructional time offered at Maple Elementary exceeded state requirements. For the 2005-06 school year, Maple Elementary offered 175 days of instruction comprised of 130 regular days and 45 minimum days. Maple Elementary utilizes minimum days for staff development, collaboration, and grade level meetings.

### Instructional Minutes

2005-06		
Grade Level	Actual Minutes Offered	State Requirement
	K	36,050
1-3	52,875	50,400
4-5	54,175	54,000

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2005-06 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Technology
- Shining Star Adoption Training

Maple Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2005-06 school year, Maple Elementary held three "Buy Back" (staff development) days that focused on:

- Differentiated Instruction
- Writing Strategies

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

Maple Elementary's principal works closely with the assistant principal, Leadership Team, and Alternative Governance Group to lead the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Mark McLaughlin and Assistant Principal Sylvia Rivera work as a team, sharing many of the administrative duties. The principal is responsible for overall administration of school activities, teacher evaluations, and daily operations; the assistant principal oversees testing programs and English language learner interventions/programs.

Mr. Mark McLaughlin has been in the educational field for over ten years, with the Fontana Unified School

District for the most recent nine years, and principal of Maple Elementary since July 2005. Prior to his assignment at Maple Elementary, Mr. McLaughlin was an assistant principal, teacher on special assignment, and classroom teacher at various schools. Principal McLaughlin holds a master's degree in school administration, a bachelor's degree in elementary education, has attained his Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, reading coach, and one designated teacher representative from each of grades 1-5. The Leadership Team meets six times a year to collaborate on curricular and operational issues and serves as a liaison between the principal and grade level teams.

The Alternative Governance Group is comprised of teacher volunteers (willing to participate in plan development and implementation), parents, classified staff and the principal. The primary role of the governance group is to develop a schoolwide plan that fosters student achievement and mastery of grade level skills to meet the state's proficiency standards. The five-year plan will be completed and ready for full implementation at the beginning of the 2006-07 school year.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2006, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and

### District Adopted Textbooks (Grade K-6)

Subject	Publisher	Grades	Year
			Adopted
Language Arts			
	SRA/McGraw-Hill; <i>Open Court Reading</i>	K-5	2003
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart & Winston; <i>Literature and Language Arts</i>	6	2003
	Hampton Brown; <i>High Point</i>	6	2003
Math			
	Scott Foresman; <i>California Mathematics</i>	K-5	2001
	McDougal Littell; <i>Mathematics Concepts and Skills</i>	6	2001
Science			
	McGraw-Hill; <i>Science</i>	K-3	2001
	Houghton Mifflin; <i>California Discovery Words Science</i>	4-5	2001
	Prentice Hall; <i>Focus on Earth Science</i>	6	2001
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	1991
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

### Library Resources

The school library is open daily from 7:00 a.m. to 4:00 p.m. and is staffed by a full-time librarian. The library features 9,721 titles in English and 315 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, and magazines. Four Internet-accessible computers are available for Internet research and special projects. Students visit the library with their class once a week and may visit the library independently before school, during lunch, and after school.

### Technology Resources

During the 2005-06 school year, Maple Elementary had a total of 206 computers and 44 classrooms had internet access. On average, each classroom has four computers. Maple Elementary has two computer labs; one lab has 19 workstations that are used during intersession and the second computer lab features 36 workstations which are used for whole class instruction. Each teacher determines the method to integrate technology into the language arts curriculum. Students use classroom and lab computers for research, word processing and graphics presentations and to access web-based programs such as Orchard and Achieve3000™.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Maple Elementary structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by one special education teacher and one special education aide who provide full-day instruction in a special day class. One resource specialist teacher and one resource specialist aide provide individualized and small group instruction in the student's general education class and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Four bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide in-class small group and individualized instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading

subject matter or skills for future lessons. Fourth and fifth grade English Learners (beginning level) participate in the English Language Acquisition Program as a supplement to their standard language arts curriculum; ELAP helps students increase English proficiency and prepares them to meet the state's academic content and performance standards. ELAP instruction takes place after school four days a week for 60 minutes each day. Teachers provide English Language Development (ELD) instruction during language arts time periods; instruction focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students visit the computer lab to receive 40 minutes of computer-based enrichment activities using Achieve3000™ standards-based software. Students are encouraged to participate in after-school GATE-level activities centered around science and writing.

Maple Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intersession: students in grades 2-5 who are at Far Below Basic and Below Basic levels on district assessment matrix are encouraged to attend. Students receive instruction five days a week for two weeks between trimesters. Instruction focuses on remediation and front-loading of skills/subject area content for

upcoming language arts and math lessons. Students at the Basic level are invited based upon space availability.

- Tutoring: teachers recommend students receive individualized tutoring after school based upon classroom performance and test results.

- High Achievers Enrichment: students at the Advanced and Proficiency levels on the district assessment matrix are encouraged to attend after-school enrichment twice a week. Instruction is provided in the computer lab for 40 minutes using web-based software such as KidBiz3000®, Achieve3000™ to enhance language arts and math skills.

## Professional Staff

### Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes Maple Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. Maple Elementary's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, the absent teacher's class is divided and students are placed in another class within the same grade level.

### Teacher Assignment

For the 2005-06 school year, Maple Elementary had 36 teachers who met all credential requirements in accordance with state guidelines.

### Teacher Credentials & Assignments

	Maple			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	41	43	37	1780	1911	1823
Teachers with Full Credential	39	40	36	1635	1771	1723
Teachers without Full Credential	2	3	1	155	140	100
Teachers in Alternative Routes to Certification	0	2	0	63	168	91
Pre-Internship	0	0	0	47	9	0
Teachers with Emergency Permits	0	1	0	56	34	33
Teachers with Waivers	0	0	0	0	2	0
Teachers Teaching Outside Subject Area	0	0	0	35	60	34
Teacher Misassignments - Total	11	0	6	**	73	392
Other Misassignments of Certificated Staff	0	0	0	45	15	13
Teacher Misassignments for English Learners	11	0	6	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Maple	97.2	2.8
District Totals		
All Schools	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels 2005-06

	Maple	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	35.1	35.1
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	48.6	50.8
Bachelor's Degree	16.2	11.0
Less than a Bachelor's Degree	0.0	1.3

## Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

## Counseling & Support Services Staff

Maple Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Success Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Maple Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

### Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff	FTE
Counselor	1	0.5
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0
LSH Aide	1	1.0

LSH = Language/Speech/Hearing  
FTE = Full-Time Equivalent

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Dollars Spent per Student					
Expenditures Per Pupil	Maple	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,963	\$7,114	69.8%	N/A	N/A
Restricted (Supplemental)	\$991	\$2,311	42.9%	N/A	N/A
Unrestricted (Basic)	\$3,972	\$4,803	82.7%	\$4,743	83.7%
Average Teacher Salary	\$49,028	\$54,086	90.6%	\$57,560	85.2%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education