

MAPLE ELEMENTARY SCHOOL

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2007-08 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 August 2008 and school facilities information was acquired in September 2008.

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.

Maple ABC's

Attitude

Belief

Commitment

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.

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.

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.

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. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

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.

All school-to-home communication is provided in both English and Spanish. Students are given a monthly calendar to take home which details daily activities and events. TeleParent 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 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 single-track, year-round school serving 782 students in kindergarten through fifth grade, including 10.36% in special education, 46% qualifying for English learner support, and 87.5% qualifying for free or reduced price lunch. 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.

Percentage of Students by Ethnicity 2007-08 Enrollment: 782	
African-Amer.	8.6%
Amer. Indian or Alaskan Native	0.5%
Caucasian	7.2%
Asian	1.2%
Filipino	0.8%
Hispanic or Latino	80.6%
Pacific Islander	0.3%
Multiple or No Response	0.8%

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 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 School 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 Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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. For more information on the STAR Program, please visit <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 (page 3) 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 2007-08 fitness exam, 26.2% 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/>.

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

	Maple			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	32	37	42	28	30	34	42	43	46
Math	42	46	47	27	27	30	40	40	43
Science	8	18	42	18	23	31	35	38	46
History				17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Maple						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	39	*	*	*	40	*	60
Math	36	*	*	*	47	*	61
Science	23	*	*	*	39	*	*
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Maple					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	39	43	35	42	13	
Math	49	46	41	48	18	
Science	48	34	15	42	*	
History						

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

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		2	4	5
Similar Schools Rank		6	9	9
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	764	48	23	18
Ethnic Subgroups				
Hispanic or Latino	761	45	29	15
Other Subgroups				
Economically Disadvantaged	764	48	23	18
English Learners	760	68	38	26

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.

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:

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Maple	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% 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 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report (page 3) illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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 2007-08, Maple Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I program requirements.

Title I Program Improvement (PI) Status		
	Maple	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

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/.

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 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.

2007-08 Improvement Projects:

- Modernization – replace carpeting, painting, hardware replacement, light fixture upgrades, cabinetry upgrades, door replacement.
- Upgrade facilities to comply with current ADA and fire/safety regulations.
- Replace roofing systems
- Removal of 12 portable classrooms

2008-09 Improvement Projects:

- Completion of kindergarten classrooms (K1 and K2)

Campus Description		Qty.
Year Built	1963	
Acreage	9.43 ac	
Square Footage	57,372 ac	
# of Permanent Classrooms		22
# of Portable Classrooms		19
Library		1
Computer Lab		1
Health Office		1
Staff Lunch Room		1
Teacher Work Room		1
Cafeteria/Multipurpose Room*		1

* equipped with state-of-the-art multimedia system

Campus Supervision

In the morning as students arrive on campus, three noon aides and two teachers 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. 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 most recent plan was reviewed, updated, and discussed with school staff in March 2008. A 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 intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary or administrator who then 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.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 31, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Rooms K, L, M, N: Check for window leaks and repair window sills.
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms A, B, G19: Check for roof leaks and replace stained ceiling tiles. Room F: Replace missing ceiling tile. Room T-30: Replace carpet. Room T22: Repair carpet seam tears. Room T-23: Replace missing base coving on walls. Rooms C1, T-22, MPR Counselor office NW: Replace stained ceiling tiles.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		Room L: Replace entry door. Reattach loose skirting.
Fire Safety	✓		Room H: Reattach fire extinguisher bracket to wall. Room T26: Replace missing tag on fire extinguisher.
Electrical (interior and exterior)	✓		Room J: Clean stains off ceiling light diffuser. Room T-32: Replace burned out lamps in overhead lights. Old library room: Replace ceiling light diffuser with hole in it.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		C2 Restroom South, C4 Restroom South: Repair loose flush lever on toilets.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Rooms T22, MPR Counselor office NW: Check for roof leaks.
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

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 January 31, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

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 2007-08 school year, Maple Elementary received \$205,732 of deferred maintenance funds which were used for flooring, plumbing, and roofing projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Maple Elementary's schoolwide discipline and 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. The principal is highly visible and interacts with students, modeling and encouraging students to take responsibility for their behavior and develop good decision-making skills. Teachers have adopted individual classroom management and incentive programs to promote academic achievement and good citizenship as well as minimize classroom disruptions.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the

Suspensions & Expulsions			
	Maple		
	05-06	06-07	07-08
Suspensions (#)	44	31	15
Suspensions (%)	5.22%	3.85%	1.92%
Expulsions (#)	0	2	0
Expulsions (%)	0.00%	0.25%	0.00%
FUSD			
	Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	1040	977	707
Suspensions (%)	5.18%	4.75%	3.59%
Expulsions (#)	13	10	3
Expulsions (%)	0.06%	0.05%	0.02%

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.

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.

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 daily, midway through the school year, at each trimester assembly, and 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, class work 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 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 GATE Club, Smart Kids, a school newspaper (produced and published by students), and a variety of after-school tutoring programs.

Class Size

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 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	

2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.5	8		
1	17.7	7		
2	18.1	7		
3	20.0	2	5	
4	27.0		5	
5	30.8		4	1

2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	14.6	8		
1	20.0	6		
2	19.3	7		
3	19.7	6		
4	29.0		5	
5	32.8		1	3

Combo classes are any combination of grades 4-5.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Maple Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Maple Elementary held three staff development days that focused on:

- Improving Comprehension
- Academic Performance
- School Plan/Budget
- Accelerated Reader
- Open Court
- OARS Training
- Engaging Effective Teaching Strategies

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

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.

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 August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) 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 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 over 9,700 titles in English, more than 300 titles in Spanish, and a full complement of multimedia equipment. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, DVD's, VHS tapes, and magazines. Six 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 2007-08 school year, Maple Elementary had a total of 214 computers. Maple Elementary has one computer lab that features workstations that are used for whole class instruction and computer-assisted tutoring programs. Each teacher determines the method to integrate technology into the language arts and math curriculum. Students use classroom and lab computers for research, word processing and graphics presentations and to access web-based programs such as Study Island, Accelerated Reader, Accelerated Math, *unitedstreaming*[™], and Achieve3000[™].

District Adopted Textbooks

Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
Math		
Houghton Mifflin; <i>California Mathematics</i>	K-5	2008
Science		
Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

Professional Staff

Teacher Assignment

For the 2007-08 school year, Maple Elementary had 34 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments								
	Maple				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	37	38	34		1823	1885	1869	
Teachers with Full Credential	36	38	34		1723	1802	1764	
Teachers without Full Credential	1	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		33	19	95	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	6	2	1	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	6	2	1	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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.)

Percentage of Core Classes:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2007-08		
Maple	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels 2007-08		
	Maple %	FUSD %
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	32.4	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	50.0	49.2
Bachelor's Degree	17.6	11.3
Less than a Bachelor's Degree	0.0	2.2

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) 2007-08		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
LSH Therapist	1	0.6
LSH Aide	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

SARC Data & Access

Current Expense of Education per Pupil 2006-07

Expenditures Per Pupil	Dollars Spent per Student				
	Maple	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,731	\$7,893	72.6%	N/A	N/A
Restricted (Supplemental)	\$1,082	\$2,383	45.4%	N/A	N/A
Unrestricted (Basic)	\$4,649	\$5,510	84.4%	\$5,300	87.7%
Average Teacher Salary	\$55,992	\$64,747	86.5%	\$65,008	86.1%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program
- Instructional Materials, Library Materials and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Teacher Credentialing Block Grant
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Maple Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Maple Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Maple Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4