

MAPLE ELEMENTARY SCHOOL



Grades PreK-5
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2009-10 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 and school facilities information were acquired on January 2011.

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 schoolwide programs. Measures to achieve this goal include regular meetings of Student Intervention Teams to examine the progress of students, diagnose and offer interventions, extra reading, math and language assistance through after-school tutoring programs, 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 administrators,

Maple ABC's

Attitude

Belief

Commitment

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.

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.

School Profile

Maple Elementary School is a single-track, year-round school serving 748 students in kindergarten through fifth grade, including 12% in special education, 46.7% qualifying for English learner support, and 78.3% qualifying for free or reduced-price meals. 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 / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-American	8.3%	Kindergarten	115
Amer. Indian or Alaskan Native	0.3%	Grade 1	159
Caucasian	7.1%	Grade 2	122
Asian	0.0%	Grade 3	103
Filipino	0.5%	Grade 4	140
Hispanic or Latino	83.4%	Grade 5	109
Pacific Islander	0.3%		
Two or More Races	0.1%		
Total Enrollment			748

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.

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. Staff encourage parents to volunteer their assistance in the classrooms, library, and school office. Events such as Back to School Night, Open House, Family Nights, Movie Night, Fundraising events, Reading Festival, District English Language Advisory Council, Literacy Week, and the

Multicultural Festival 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 Learner 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. The principal and counselor hold parent workshops to assist parents in supporting their child with 1) homework help, 2) parenting, 3) parent involvement at school, and 4) discipline. Parents seeking more information about volunteering their time to the school community may contact school office staff or the community liaison at (909) 357-5670.

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. On occasion, flyers are sent home to remind parents of school activities or important events. The school's new 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.

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.

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.

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.

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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

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.

**STAR Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Maple			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	42	36	43	34	38	42	46	50	52
Math	47	51	51	30	35	39	43	46	48
Science	42	28	60	31	33	39	46	50	54
History				19	25	31	36	41	44

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.

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Maple							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	40	*	*	*	44	*	41	*
Math	40	*	*	*	51	*	53	*
Science	*			*	64	*	*	
History								

**When 10 students or less are tested; to protect confidentiality, these results are not disclosed.*

**STAR Results
Percentage of Students Scoring at Proficient & Advanced Levels
2009-10**

	Maple					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	41	46	33	43	41	
Math	52	49	41	51	45	
Science	65	54	48	60	*	
History						

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

Results	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
	School Increase/Decrease in API					
Statewide Rank	5	5	3			
Similar Schools Rank	9	9	8			
Schoolwide - All Students	18	-17	24	774	731	767
Ethnic Subgroups						
Hispanic or Latino	15	-15	33	781	727	715
Other Subgroups						
Economically Disadvantaged	18	-17	24	774	727	712
English Learners	27	-33	32	761	703	691

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:

- Each school and subgroup must perform at designated proficiency levels; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.

- Each high school must have a graduation rate of 90%.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2009-10**

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	Maple	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	No	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2009-10**

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	27.7%	14.9%	5.0%

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 2009-10, 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	2008-09
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9%

The statistical information in this table reflects the PI status during the 2010-11 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.

2009-10 Campus Improvement Projects:

- Removal of portables and the addition of sod to extend the playground area
- Installation of an exterior surveillance system

Campus Description

Year Built	1963
Acreage	9.43 ac
Square Footage	57,372 ac
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	8
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, the principal, counselor, and three noon aides supervise activities in the cafeteria and on the playground. During recess, five noon aides, teachers, and the principal oversee playground activities. The principal and five noon aides monitor the cafeteria and playground during the lunch period. When students are dismissed for the day, teachers and the administrator are stationed at the crosswalk and bus areas to ensure students depart in a safe and orderly manner. 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 October 2010. 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.

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 and 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 daily regarding campus maintenance and safety issues.

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 2009-10 school year, Maple Elementary received a portion of \$443,552 in deferred maintenance funds for campus repair and improvements.

Facilities Inspection

The district's maintenance department inspects facilities and operating systems at Maple Elementary at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on March 24, 2010. During the 2009-10 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Most Recent Inspection: March 24, 2010			Work orders were generated for all deficiencies noted below.
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		Lamps out: T-17; T-28; T-25; T-23; T-18; Portable Staff Restroom; G18; K2 - Office; 1; 3; MPR; MPR Common; MPR Girl's Restroom; Old Library Room; Teachers Lounge; 9; 5, & 10. Stained ceiling tiles: T-16; T-29; T-19; G16; G-21 Library; K1, & C2. Replace soap dispenser: Portable Girls Restroom; G Boys Restroom, & MPR Boy's Restroom.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		Trash and debris: G Data; G Electrical; G Custodial; Electrical MPR; MPR Storage; Admis Storage South, & Atrium.

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

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

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facilities inspection completed by the county took place on August 30, 2010. There were no extreme or good repair deficiencies noted at conclusion of the inspection.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
C-2	Windows/Doors/Gates/ Fences	Windows are broken or damaged	WO# 104354
C-2	Interior Surfaces	Carpeting damaged, rippled or stained	
G Building Girls Restroom	Drinking Fountains	Sink/fountain missing knob or button	
Portable Boys Restroom	Drinking Fountains	Sink/fountain missing knob or button	
Portable Boys Restroom	Restrooms	Urinal is not working	
Portable Girls Restroom	Interior Surfaces	Floor tiles damaged or loose	WO# 102003
E Building Girls Restroom	Drinking Fountains	Sink/fountain missing knob or button	

Classroom Environment

Discipline & Climate for Learning

Maple Elementary's schoolwide discipline and behavior 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 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		
	07-08	08-09	09-10
Suspensions (#)	15	58	19
Suspensions (%)	1.92%	7.56%	2.54%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

FUSD Elementary Schools			
	07-08	08-09	09-10
	Suspensions (#)	707	1219
Suspensions (%)	3.59%	6.39%	4.82%
Expulsions (#)	3	2	2
Expulsions (%)	0.02%	0.01%	0.01%

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 behavior expectations are shared with students at grade level assemblies and in the student/parent handbook by the counselor and principal. Students are reminded of school rules and their citizenship responsibilities daily, midway through the school year, at trimester assemblies, 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, classroom performance, and being a good role model.

To promote reading and use of the Accelerated Reader program, students meeting individual and whole-class reading goals are recognized at the end of each month. Qualifying students are rewarded with physical education activities with the principal, popsicles, movies, or special certificates.

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, Chess Club, Reading Club, intersession, tutoring (as needed), a school newspaper (produced and published by students), and the Fontana After-school Program.

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 2007-08				
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		
3	20.0	3	4	
4	29.2		5	
5	27.3		4	
Combo 4-5	28.0		1	
2008-09				
K	15.6	8		
1	19.8	6		
2	19.0	6		
3	19.1	7		
4	26.3		4	
5	30.6		5	
2009-10				
K				
1				
2				
3				
4				
5				

2009-10 Data was not available at the time of publication of this report.

Curriculum & Instruction

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 October 6, 2010, 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 #09-36 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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 12,481 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. Five computer workstations 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 recess, and after school.

Technology Resources

During the 2009-10 school year, Maple Elementary had a total of 265 computers. On average, each classroom is supplied with five computers. Maple Elementary has one computer lab which features 40 new workstations which 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 KidBiz3000[™]. Teachers have access to two mobile technology carts equipped with 10 laptops each, SMARTBoards, and 16 new document cameras.

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 2009-10 school year, Maple Elementary held one staff development day that focused on the SPARK physical education curriculum.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	1	2

District Adopted Textbooks			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

As a supplement to district-sponsored professional development buy-back days, Maple Elementary offers staff training throughout the year on early release days to address identified areas of need and new programs. During the 2009-10 school year, training activities focused on:

- DIBELS
- Math Training (new adoption)
- English Language Learner Strategies
- Thinking Maps
- English Language Development
- Elementary Symposium

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Effective Instruction for ELLs
- Vocabulary Instruction for EL students
- GLAD Strategies
- Pathway to Proficiency using Thinking Maps
- Building Academic Language
- 40 Developmental Assets
- Providing Meaningful Feedback
- Scaffolding Math Instruction for Struggling EL Learners
- Avenues
- Instructional Strategies to Support English Learners
- High Point
- Frontloading ELA Instruction
- SDAIE Strategies
- Student Engagement: Create the Context
- Support Differentiated Instruction with Technology
- Parent Involvement

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

Professional Staff

Teacher Assignment

For the 2009-10 school year, Maple Elementary had 28 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	1	0.5
Adaptive PE Specialist	1	0.1
Community Aide	1	1.0
Health Assistant	1	0.6
LSH Aide	1	1.0
LSH Therapist	1	0.6
Psychologist	1	0.4
School Nurse	1	0.3
Technology Coach	1	0.1

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

Teacher Credentials & Assignments

	Maple				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	34	34	28		1869	1898	1608	
Teachers with Full Credential	34	33	28		1764	1816	1584	
Teachers without Full Credential	0	1	0		105	82	24	
Teachers in Alternative Routes to Certification	0	1	1		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	0	0	0		32	26	26	
Teacher Misassignments - Total	1	0	0	0	41	4	6	0
Other Misassignments of Certificated Staff	0	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	1	0	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Maple	100.0%	0.0%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels 2009-10

	Maple	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	3.1
Master's Degree	37.9	37.5
Bachelor's Degree plus 30 or more semester hours	51.7	52.1
Bachelor's Degree	10.3	7.0
Less than a Bachelor's Degree	0.0	0.0

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.

SARC Data & Internet Access

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

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of

total general funds to educate each student (based on 2008-09 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.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

Current Expense of Education per Pupil 2008-09					
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	\$5,853	\$6,037	96.9%	N/A	N/A
Restricted (Supplemental)	\$1,550	\$1,650	94.0%	N/A	N/A
Unrestricted (Basic)	\$4,303	\$4,387	98.1%	\$5,681	75.7%
Average Teacher Salary	\$61,023	\$61,647	99.0%	\$68,179	89.5%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement