

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996

Maple Elementary School

751 S. Maple Avenue • P.O. Box 5090 • Fontana • CA 92334-5090

Telephone (909) 357-5670

Charles K. Hunter, Principal

Joanne E. Thoring, Assistant Principal

BOARD OF EDUCATION

Kathy Binks
 Elizabeth Knott
 Laura Abernathy Mancha
 John D. Piazza
 D. Wayne Ruble, Ed.D.

ADMINISTRATION

Karen J. Harshman, Ed.D., Superintendent of Schools
 Emmanuel J. D'Souza, Associate Superintendent, Business
 Linda Lenertz, Ed.D., Assistant Superintendent, Education
 Patricia J. Peoples, Ed.D., Assistant Superintendent, Personnel

A Message from the Principal

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November of 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

We are facing one of the most challenging and exciting times in education as we work to continue offering quality education for all students. The Maple staff is committed to providing our students with a stimulating curriculum in a flexible and supportive learning environment. We encourage academic, social, physical, and interpersonal growth. Maple programs are designed to build upon a students' strengths to ensure that he/she will have a positive school experience and develop a lifelong quest for knowledge.

As you read this Report Card, I believe you will find that what emerges is a picture of a school with a record of improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well.

Maple is a school that is on the road to positive change and meets students needs. Intense staff development, a dedicated staff and community, and new math and language arts programs are all helping to create this change. Please feel free to contact us with questions or comments regarding this School Report Card.

Charles K. Hunter, Principal
 Maple Elementary School

School Description

Maple Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. The twenty-second elementary school will be opening in January of 1997. The Maple School student population is a rich mixture of Hispanic, 59%; Black, 23%; Anglo, 11%; Asian, .10%; Native America, .03%; and Pacific Islander, .03%.

Maple Elementary School enjoys the active support of its parents and other community members. There is a very active PTA which raises funds that are used to support the educational program. Many parents are actively involved in the education of our students through volunteering in classrooms, and participating in the School Site Council, Bilingual Advisory Committee, and PTA.

Maple School currently has 37 teachers, seven instructional aides, a principal, an assistant principal, a school nurse, one health assistant, one part-time counselor, and a variety of other support staff to support our PreK through fifth grade student population.

Many changes are currently taking place at Maple School. We are currently in the process of hiring new teachers so that we can reduce our first and second grade classes to a 20:1 ratio. We will reduce our third grade classes to a 20:1 ratio next school year. We have fully implemented our new math series Quest 2000. We are currently in the process of implementing our new language arts program sometime during the next school year.

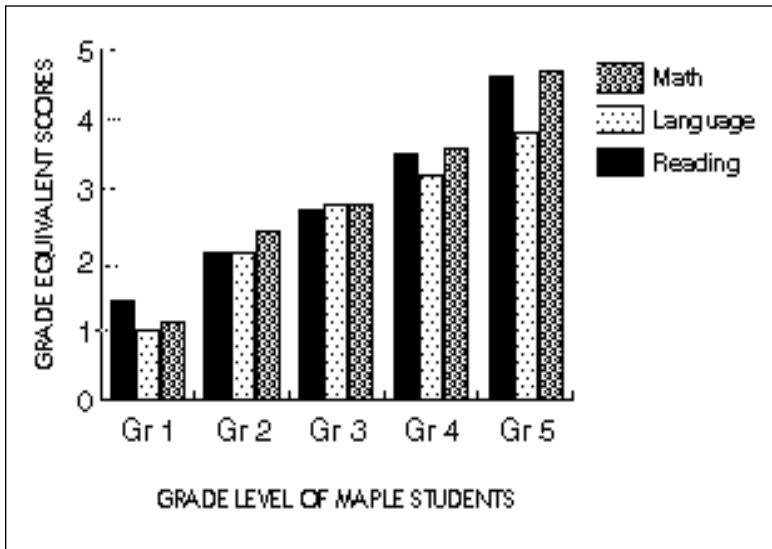
Size of School

Maple Elementary School currently has an enrollment of 969 students in a PreK through fifth grade program. We have two PreK classes and 35 K-5 classes, one Special Day Class, a YMCA day care center, and four county special education classes.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Maple Elementary School. Our students took this test in the Spring of 1996. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Maple.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

Maple Elementary School continues to emphasize the importance of regular school attendance. Maple School has a current attendance rate of 99.28% which is up from a year ago. We continually identify high risk students to help the student drop out rate in later school years.

Expenditures and Services Offered

Although funding in many budget categories for Maple Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For the current school year, Maple has \$28,345 for instructional purposes.
- We received categorical funding as follows: Title I - \$166,925; School Based Coordinated Program - \$79,924; Title IV - \$8,885. These amounts total \$255,734.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 students per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

1995/96 Distribution of Children per Teacher

* indicates combination class

	Pre-School	Kinder garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Class 1	23	34	36	30	15*	15*	29
Class 2	21	31	20	15*	14*	14*	15*
Class 3		33	20	32	32	29	28
Class 4		35	20	29	31	12*	17*
Class 5		34	31	31	19*	13*	25
Class 6			37	27	32	30	28
Class 7						32	
Sp. Ed.					2*	4*	6*

(All 1st and 2nd grade classes will be reduced to 20:1 by February 1997)

Because of a high mobility rate, these numbers can vary on an almost daily basis. Feel free to contact our school office to get current class size numbers.

Teacher Assignment

All Maple classroom teachers are assigned to teach within the areas authorized by their credentials.

Textbooks and Instructional Materials

The district provides Maple with textbooks and supplemental instructional materials to support the school's instructional program. A district committee comprised of teachers and administrators selects state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy all textbooks are within the State's seven year adoption cycle.

Maple's students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

Counseling and Student Support Services

Maple's students are provided support services based on the recommendation of the Student Study Team. This team is made up of the school counselor and representatives of the classroom teachers who meet to discuss students with special needs. By combining knowledge and brainstorming solutions, team members generate many practical suggestions for modifying the regular classroom programs to accommodate diverse student needs.

The school enjoys the services of a full-time library clerk. When needed, students also receive the services of a five-hour per day health assistant, a resource specialist, a speech therapist, an adapted P.E. teacher, a school nurse, a psychologist, Reading Recovery Teachers, and a counselor. Our counselor is on site two and one-half days per week and is on call if an emergency should arise the other two and one-half days.

School Facilities and Safety

One of the goals of Maple School is to provide an environment which is safe, clean and conducive to learning. Maple was constructed in the early 1960's. Classrooms are all air conditioned. There is one day custodian and one night custodian who maintain the school facilities. The district also provides regular as well as preventive maintenance for school facilities and equipment. The school has a Disaster Preparedness Plan for dealing with a wide variety of emergency situations. Emergency water, blankets, first aid supplies, radios, flashlights, and tools recommended for disaster use are stored on campus. We are in the process of updating our plan and supplies. Fire and earthquake drills are held on a regular basis to ensure the safety of students, staff, and parents.

The recent influx of students and class size reductions have created problems of space that are being addressed through the use of temporary trailer classrooms. Approximately 40% of the student population attend classes in these units. According to the Standard School Crime Report for the 1995-96 school year, there were 10 safety related incidents at Maple Elementary School. This normally includes several types of vandalism and property crimes that occur during the school day.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation.

Classroom Discipline & Climate for Learning

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and the District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines. Maple is in Wave II of its PeaceBuilder Program.

Quality of Instruction and Leadership

The school curricula are closely aligned with the State Frameworks. There are a variety of programs on the campus to meet the diversity of student needs. These include: Bilingual Program, Special Day Classes, Resource Specialist Program, a GATE Program, and Reading Recovery.

Leadership at Maple is shared among the principal, assistant principal, team leaders, and classroom teachers. The staff and school leaders are committed and dedicated to the students and to their improvement of the school program. The leadership team works together to ensure the school's curricula are accessible to all students. Parents also provide leadership opportunities through volunteer work, the PTA, School Site Council, and the Bilingual Advisory Committee.

Teacher Evaluation & Professional Improvement

Classroom teachers are regularly evaluated by the principal. The principal visits classrooms periodically and meets with teachers to discuss their strengths and any needed improvements.

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers (in the district less than two years) have formal observations three times per year and are evaluated twice yearly.

Training and Curriculum Improvement

Staff development at Maple is considered an important part of the instructional program. Maple staff has regularly been involved in staff development activities related to the implementation of new programs.

Maple Elementary School has a plan for training and curriculum development which was developed jointly with the teachers and the administration. Features of the plan include: opportunities for teachers to observe and coach each other, travel to select conferences, the use of consultants from the department of instruction at the local universities, the district's staff development services and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes. A weekly minimum day has increased teacher inservice training and curricular development.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.