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FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • WINTER 1999

Maple Elementary School

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A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. As we enter the 21st Century, it is abundantly clear that the Board of Education and staff are using this goal to help ensure that all students reach their maximum potential.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

INDICATORS OF THE CONDITIONS OF THE SCHOOL

**Pupils' Progress Toward Meeting Academic Goals
in Reading, Writing, & Math
1998-1999 School Year
Ed. Code Section 33126(1)**

The academic achievement of Maple Elementary School students as represented in the SAT-9 and curriculum embedded math and language arts assessments is generally low across the grade levels as reported in the 1998-1999 end of the year data.

Baseline data from SAT-9 indicate that the percentage of students scoring at or above the 50th percentile in reading, math, language, and spelling ranges in Grade 2, 27%, Grade 3, 30%, Grade 4, 20%, and Grade 5, 23%.

Curriculum embedded tests in math from 1st, 2nd, 3rd, and 4th quarter results in 1998-1999 show a percentage of students passing at or above standard with the following range of scores: Grade K, 92%, Grade 1, 84%, Grade 2, 74%, Grade 3, 70%, Grade 4, 48%, and Grade 5, 60%. (Desegregated by Language Proficiency, E.O.)

The district's Language Arts writing scores for the second semester of the 1998-1999 school year indicate that Maple students scoring at or above standard were 18% in Grade 1, 31% in Grade 2, 32% in Grade 3, 23% in Grade 4, and 33% in Grade 5. (Desegregated by Language Proficiency, E.O.)

**Standardized Test Results
ITBS/SAT-9 1997-1999 • Average NEC Score**

Grade Level ↓	ITBS 1996-1997			SAT-9 1997-1998			SAT-9 1998-1999		
	Read.	Lang.	Math	Read.	Lang.	Math	Read.	Lang.	Math
2	29	28	34	35	34	36	42	41	43
3	31	34	35	33	35	39	39	38	44
4	31	30	35	35	39	37	33	37	35
5	36	29	39	33	36	37	36	35	38

Attendance Rate

Maple Elementary School continues to recognize and emphasize the importance of regular attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. For state apportionment purposes, the attendance rate at Maple Elementary School in 1998-1999 was 93.80%.

Expenditures & 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.

In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$203,256 Title I, \$58,247 Bilingual (EIA/LEP), \$8,657 Chapter VI, \$3,800 for GATE, and \$70,081 for SI.

Textbooks and Instructional Materials

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

Maple School provides district programs as well as approved community resources that are made available to students and parents. Schoolsite counseling is available. Intervention for our students is provided at the earliest recognition of concern. These interventions may include, but are not limited to, alternatives to suspension from school; school psychologist; special education services; school nurse; immunization clinic; healthy start clinics; providing free or low cost medical and dental care; child care programs; early childhood education programs; law enforcement; probation; county mental health.

Classroom Discipline & Climate for Learning

Maple School provides an orderly and safe learning environment. Our school follows a firm but fair disciplinary plan established by our Safe School Committee which is consistent with federal and state law as well as our local board of education policy regarding student discipline. This helps our school maintain an environment where students, parents, staff and community communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

1998-1999 Distribution of Children Per Teacher

* indicates combination class

Grade	Track 1			Track 2			Track 3		Track 4		
	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.1	Cls.2	Cls.3
K	20	20		20	20		20		20	20	
1	20	20		20	19		20	20	19	20	
1-2*	20										
2	20	20		20	19	20	20		20	20	
2-3*				20			20				
3	20	20		20			19	20	20	20	
3-4*				19							
4	32			30			32	32	32		
4-5*									28		
5	32			32			28		26		

Percent Of Students Participating In The Class Size Reduction Program

Grade Level	Total Number Of Students In A 20 To 1 Class	Total Number Of Students Enrolled In Grade Level	Percent Of Students In A 20 To 1 Class
K	140	140	100%
1	177	177	100%
2	179	179	100%
3	175	175	100%

Average Class Size (Excluding combination classes)

Grade Level	Total Number Of Students In Class	Total Number Teachers In Grade	Average Class Size In Grade
K	140	7	20
1	177	9	19.75
2	179	10	19.88
3	175	9	19.4
4	162	5	32.4
5	146	5	29.2

Total Instructional Minutes Per School Year

Grade Level	Actual Total Instructional Minutes at School Site	Total Instructional Minutes Required by State Law
K	36,025	36,000
1	53,401	50,400
2	53,401	50,400
3	53,401	50,400
4	54,811	54,000
5	54,811	54,000

Annual Number of Staff Development Days

1995-1996	1996-1997	1997-1998
8	4	4

Number of Minimum Days

At Maple Elementary School there were a total of forty-three (43) minimum days in the 1997-1998 school year.

Teacher Assignment

Number of Teachers With Credentials		Number of Teachers With Emergency Credentials		Number Of Teachers Without Credentials	
1997-1998	1998-1999	1997-1998	1998-1999	1997-1998	1998-1999
40	43	3	3	9	9

Teacher Evaluation

Fontana Unified School District policy establishes regular periodic evaluations of all probationary and tenured teachers which exceeds the evaluation requirements of state law.

Substitute Teachers

Fontana Unified School District maintains an eligibility list of substitute teachers. The placement of substitute teachers in the District is monitored daily. Substitute teachers are paid a daily wage ranging from \$85.00-\$100.00.

Substitute teachers who are not employed as regular Fontana Unified School District teachers must also have a bachelor degree and have passed the California Basic Skills Test in order to substitute. Substitutes must attend annual training which is provided by the District.

Safety, Cleanliness, and Adequacy of School Facilities

Maple School has established a Safe School Committee where open communication with students, staff, the community and support agencies such as law enforcement, have enabled us to provide a safe, clean and inviting facility where our students can learn and our teachers can teach. When concerns arise, they are addressed in a timely fashion to maintain a safe, secure and pleasant environment.

Maple School Suspension Rates

Total Number Days of Student Suspensions			Suspension Rate (Total Days of Suspension Divided by Total Days Attended)		
1996-1997	1997-1998	1998-1999	1996-1997	1997-1998	1998-1999
53	108	54	0.03%	0.07%	0.03%

Maple School Expulsion Rates

Total Number Of Students			Number of Expelled Students			Expulsion Rate		
1995-1996	1996-1997	1997-1998	1995-1996	1996-1997	1997-1998	1995-1996	1996-1997	1997-1998
927	922	960	0	0	0	0%	0%	0%

Salary Reporting 1997-1998

Education Code requires that school districts report their salary structure and compare it to districts of similar size throughout California. The most current available data is for the 1997-1996 school year.

- A new teacher's beginning annual salary in Fontana in 1997-1998 was \$29,315 for 182 days of service (\$161.07 per day). The statewide average was \$30,521.
- A mid-range teacher's average annual salary in Fontana in 1997-1998 was \$44,275 for 182 days of service (\$243.27 per day). The statewide average was \$47,729.
- The highest paid teacher's average annual salary in Fontana in 1997-1998 was \$58,630 for 182 days of service (\$322.14 per day). The statewide average was \$57,429.

All teachers' salaries represented 41.51% of the total budget. The statewide average was 43.15%.

- Principals' salaries vary according to time in the position and work year; however, when salaries were averaged for all principals their annual salary was \$81,534. The statewide average was \$75,942.
- Our district's superintendent salary was \$125,269. The state average was \$129,993.