



*To graduate all students prepared to succeed in a changing world.*

### **Maple Elementary School**

751 South Maple Avenue  
Fontana, CA 92335-6076  
(909) 357-5670  
FAX (909) 357-5679

Preschool - Fifth Grade  
Brenda Odell, Principal  
Dan Cooper, Assistant Principal

[www.fusd.net](http://www.fusd.net)

### **Board of Education**

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Superintendent of Schools

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Deputy Superintendent,  
Educational Programs & School Services

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Deputy Superintendent,  
Business Services

Yolanda Mendoza  
Associate Superintendent,  
Human Resources

Patricia J. Peoples, Ed.D.  
Associate Superintendent,  
Administrative Services



## **Fontana Unified School District**

# **Maple Elementary School**

## **2003-2004 Annual School Report Card**

### **A Message from the Superintendent**

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

#### **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.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.  
Superintendent of Schools

### **A Message from the Principal**

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

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

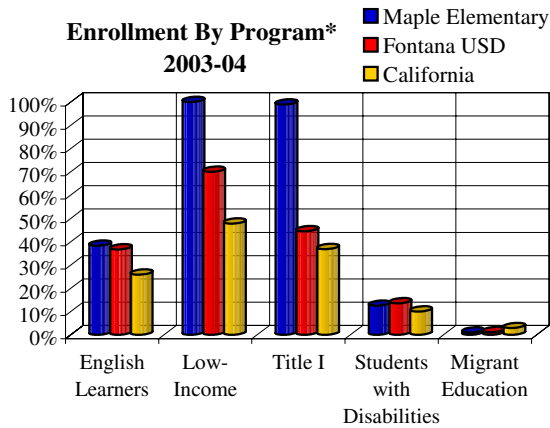
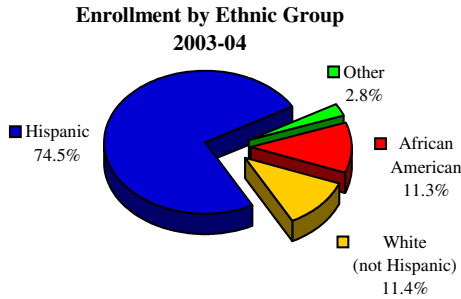
Improvement of our students' academic achievement in the areas of Language Arts and Math is the focus of our school wide programs. Measures to achieve this goal include regular meeting by Student Success Teams to examine the progress of students, diagnose and offer interventions, extra reading, math and language assistance through before and after school tutoring programs, a computer program (Fast ForWord), and inter-session programs. Maple has a part-time counselor, a site literacy leader, peer tutors, literacy groups as well as classroom instruction revolving around the district's curriculum.

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.

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.

## School Profile

Maple Elementary School is a multi-track, year-round school serving over 894 students in preschool through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Maple Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



\*Source: STAR testing enrollment.

## Discipline & Climate for Learning

Students at Maple Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Maple Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the parent/student handbook that outlines student behavior expectations and school and personal safety rules.

### Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Maple Elementary School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Incentives and awards are given to students throughout the year for improved attendance.

The Suspension/Expulsion chart illustrates the numbers and rates of suspension and expulsion for Maple Elementary School, and the

combined total for all elementary schools in the Fontana Unified School District. Suspension and expulsion rates are calculated by dividing the total annual number of incidents by the total number of students enrolled.

The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

	Suspensions & Expulsions					
	Maple ES			Fontana USD Elementary Schools		
	2002	2003	2004	2002	2003	2004
Suspensions (#)	23	17	24	1,016	1,030	1,022
Expulsions (#)	0	0	0	14	13	16
Suspensions (%)	2.1	1.9	2.6	5.1	5.1	4.9
Expulsions (%)	0.00	0.00	0.00	0.07	0.07	0.04

## Class Size

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to a maximum of 20 students. For the past three years, a majority of the school's K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

	Class Size Distribution											
	Average Class Size			Number of Classrooms Containing:								
	02	03	04	1-20 Students			21-32 Students			33+ Students		
K	20	27	27	4	-	-	3	5	5	-	-	-
1st	20	20	18	6	7	4	3	1	4	-	-	-
2nd	20	19	20	7	6	2	2	-	6	-	-	-
3rd	21	18	18	2	8	7	7	-	-	-	-	-
4th	28	26	27	-	2	-	5	4	7	1	-	-
5th	26	28	30	2	1	-	3	5	5	2	-	-
K-3	-	20	-	-	1	-	-	-	-	-	-	-

- No classrooms containing specified number of students.

## Instructional Time

During the 2003-04 school year, all instructional minutes offered at Maple Elementary either met or exceeded state requirements. Maple Elementary is a multi-track, year-round school, and offered 175 days of instruction in 2003-04. Maple Elementary utilizes minimum days for staff development, teacher preparation, student success teams, training, and parent conferences. Due to bus schedules and a multiple-track calendar, actual minutes vary slightly by track and school.

	Instructional Minutes By Grade Level	
	Minutes	Met or Exceeded?
K	36,000	Met
1st-3rd	50,400	Exceeded
4th-5th	54,000	Exceeded

## Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements

and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades K-5)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Social Science	Houghton Mifflin	1991

### School Facilities & Safety

Maple Elementary School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1963. Additional buildings have been added to the campus over the years including a library and administrative buildings. The campus is currently undergoing modernization. Current school facilities encompass 57,372 square feet and are situated on 9.43 acres. Facilities include 18 permanent classrooms, 41 portable classrooms, a library, cafeteria, and playground areas. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Maple Elementary School during the 2003-04 and 2004-05 school years which resulted in the following improvements: repainting, as well as restrooms which are now ADA compliant. A team of 3 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On April 14, 2005, the district inspected <Sample> School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

Safety of students and staff is a primary concern of Maple Elementary. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and

recess periods, by teachers, classified staff, and school administrators.

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last updated in June 2004 and was reviewed with the staff at that time. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

### Counseling & Other Support Services

It is the goal of Maple Elementary to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Health Assistant	1	1.0
Nurse	1	0.4
Psychologist	1	0.2
Speech/Language Specialist	1	1.0

### Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Parent Raising Student Success Program
- First Grade Intervention specialized instruction by Kindergarten teachers
- Parent Tutors/Parent Volunteers
- Teacher tutoring after school
- Standards Plus
- Home Visits
- Cross-grade Tutors
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Inter-sessions in language arts and math
- Resource Specialist Program
- Special Day Class

### Teacher Assignment

For the 2003-04 school year, Maple Elementary had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

## NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Credential Status			
	02	03	04
Fully Credentialed	38	38	39
Emergency Credentials	4	7	0
Interns	4	5	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>48</b>	<b>43</b>	<b>41</b>
<b>Teacher Misassignments for 2004-05 = 0</b>			
<b>Misassignments of Teachers of English Learners = 11</b>			
<b>Teacher Vacancies for 2004-05 = 0</b>			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Teacher Education Levels 2003-04		
	Maple ES	Fontana USD
Doctorate	0.0%	1.3%
Master's Degree +30*	36.6%	34.6%
Master's Degree	2.4%	0.7%
Bachelor's Degree +30*	36.6%	45.2%
Bachelor's Degree	24.4%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	40.5%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

## Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession, which include:

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

## Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; a substitute must currently be enrolled in a university and have completed 90 semester/135 quarter units toward a Bachelor's degree and have passed the CBEST, or have earned a Bachelor's Degree

and have passed the CBEST. Periodically, Maple Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

## Training & Curriculum Improvement

All training and curriculum development activities at Maple Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum or the implementation of new programs including:

- Math Problem Solving
- Open Court Reading

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2003-04 school year district training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

## Quality of Instruction & Leadership

Leadership at Maple Elementary is a responsibility shared among district administration, the principal, assistant principal, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Maple Elementary's principal. Principal Brenda Odell has led the school for five years, backed by 28 years in education. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

Staff members and parents are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council (SSC)
- Writing Showcase Committee
- Counseling Committee
- Relay for Life Committee
- Staff Development Committee
- District Advisory Committee (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Individual Education Plan (IEP) Teams
- Procedures and Routines Committee
- Science Field Day Committee
- Superintendent's Teacher Committee
- Math Field Day Committee
- Student Study Team (SST)
- History Day Committee
- Standards Plus Committee



## Student Achievement & Assessment

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. In 2003-04, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

### Norm Referenced Test

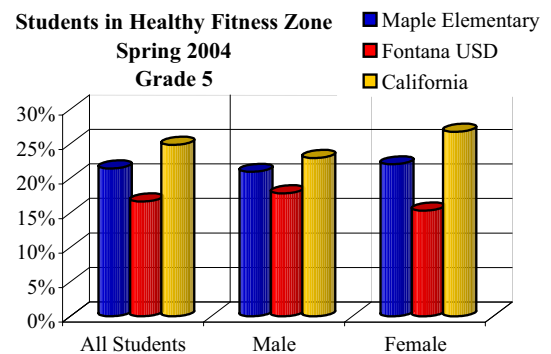
The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through five are tested in the academic areas of reading, spelling, written expression and mathematics. The table below reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile																
Subject Area Grade Level Year Ending	Reading								Math							
	2		3		4		5		2		3		4		5	
	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
<b>All Students</b>																
Maple Elementary	38	36	12	17	20	20	25	27	53	47	38	47	32	37	37	44
Fontana USD	32	33	20	19	19	21	27	28	43	41	41	43	34	40	40	41
California	46	47	34	35	35	36	40	41	57	59	52	54	48	49	49	50
<b>Subgroups</b>																
Females	40	38	16	16	23	24	25	26	49	44	41	40	29	34	42	42
Males	35	34	8	18	17	16	24	28	24	50	22	52	24	39	23	46
English Learners	27	32	3	13	8	2	4	15	63	48	24	51	21	16	18	36
Non English Learners	41	35	16	17	22	33	24	27	46	42	41	45	30	46	31	40
SED^	35	33	9	19	20	18	25	26	52	50	36	47	32	36	39	42
Non SED	48	43	25	14	24	23	24	29	56	39	46	47	35	38	27	49
Students with Disabilities	17	40	16	8	11	7	7	6	17	40	33	23	26	20	21	19
African American			17		14		12				35		23		15	
White (not Hispanic)	58	35	47	25	31	43	37	28	46	59	60	55	38	64	53	39
Hispanic or Latino	35	34	6	17	19	16	25	27	55	47	35	47	32	34	39	45

^SED - Socioeconomically Disadvantaged  
**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.**

### 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 perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).



### California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Maple Elementary School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	Science
African American	16	25	0
Hispanic	19	35	5
White (not Hispanic)	28	35	11
Male	20	36	8
Female	19	33	1
English Learners	9	33	0
SED <sup>^</sup>	20	35	5
Students with Disabilities	7	20	3

<sup>^</sup>SED = Socioeconomically Disadvantaged

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Maple ES			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	14	20	20	16	18	20	32	35	36
Math	19	33	35	18	24	23	31	35	34
Science*			5	10	11	9	30	27	25

\*Fifth grade science test first administered in 2004.

### 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. The state has determined a performance target of 800 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.

**Awards:** Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

**II/USP:** Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

**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.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	2001-02 Growth	2002 Base	Growth Target	Actual Growth	2002-03 Growth	2003 Base	Growth Target	Actual Growth	2003-04 Growth
<b>All Students</b>	532	13	49	581	595	10	58	653	655	7	19	674
<b>Subgroups</b>												
SED^	513	10	56	569	582	8	644	62	646	6	22	668
African American	481	10	55	536	554	8						
Hispanic	527	10	52	579	595	8	50	645	647	6	18	665
	<b>2001</b>	<b>2002</b>	<b>2003</b>						<b>2002</b>	<b>2003</b>	<b>2004</b>	
Percent Tested (Base)	98	100	99		Eligible for Governor's Performance Award				Yes	Yes	Yes	
Percent Tested (Growth)	100	99	100		Eligible for II/USP Program				--- Not funded ---			
Statewide Rank	2	2	3		Received II/USP Funding				--- Not funded ---			
Similar Schools Rank	2	5	6		Applied for II/USP Program				--- Not funded ---			

^SED = Socioeconomically Disadvantaged

### 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 to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% 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).

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 targets for participation rate or percent proficient. "No" means the school or subgroup was below the participation rate or percent proficient. Maple Elementary School did not meet all of the 2004 AYP criteria and qualified for Title I Program Improvement.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Maple ES		Fontana USD	
	2003	2004	2003	2004
<b>Overall</b>	No	No	No	No
All Students	Yes	Yes	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)			Yes	Yes
SED^	Yes	Yes	Yes	Yes
English Learners	No	No	No	Yes
Students with Disabilities			No	No

^SED = Socioeconomically Disadvantaged  
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs 2004-05	
Recognized as Title I Achieving School	No
Year Identified for Program Improvement	2002
Year in Program Improvement	3
Year Exited Program Improvement	n/a
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%

## Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Maple Elementary had the following categorical programs:

- Title I (Schoolwide)
- Special Education
- Gifted and Talented Education (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- Comprehensive School Reform Demonstration Grant
- Nell Soto Grant

## Salary and 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 more than 20,000 average daily attendance throughout the state.

## Contact Information

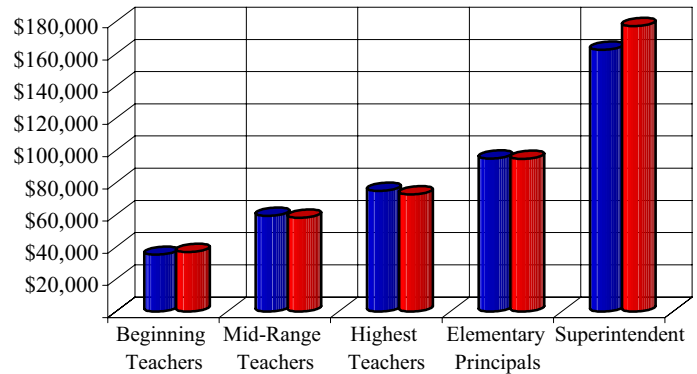
Parents who wish to volunteer or participate in Maple Elementary's leadership teams, school committees, or school activities may contact the school's office at (909) 357-5670.

Current Expense of Education Per Student* 2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

**Average Salaries Paid  
Teachers - Principals - Superintendent  
2002-2003**

■ Fontana USD  
■ California



Salaries as a Percentage of Total Budget 2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%