

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600



# Maple Elementary School

751 South Maple, Fontana, CA 92335 - (909) 357-5670

Serving grades Pre-Kindergarten through Five - CDS Code: 36-67710-6035828

<http://www.fusd.net/maple>

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## 2019-2020 School Accountability Report Card

### Board of Education

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*President*

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### District Administration

Randal S. Bassett  
*Superintendent*

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Ryan DiGiulio

*Associate Superintendent,  
Business Services*

Monica Makiewicz

*Associate Superintendent,  
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Student Services*

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*Chief of School  
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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/> dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### District Vision

#### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

#### Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

#### Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



## Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

## Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## School Profile (School Year 2020-21)

Maple Elementary School 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.

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.

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

## Principal's Message

We would like to welcome you to Maple Elementary School, home of the Mustangs! I am beyond excited to begin my fifth year as principal of Maple Elementary and I look forward to see your growth this school year. Our fine staff is dedicated to providing a wealth of wonderful educational opportunities and experiences for all students here at Maple.

Maple is a wonderful and diverse community that is focused on providing a rigorous academic focus and increasing student achievement. Students' individual needs are a consistent focus for teachers in their instructional practices and support staff. This report will provide you, parents and community members, with information about our school's students, staff, and resources.

I believe when the home, community, and school work together school success and achievement will increase. I hope that you will gain a better understanding of our school through the information provided in this report. Parents are vital and welcomed contributors to the overall success of our instructional programs and student academic performance. We invite all stakeholders to visit and become familiar with our school.

Maple Elementary School's goal of developing well-rounded, academically successful students has resulted in standards-based instruction and assessment, enhanced through the incorporation of technology, English Language Development, Mathematics, and

Reading-Language Arts instruction are enriched through the use of a variety of instructional strategies. The adoption of Common Core State Standards has created the opportunity for the incorporation of strategies that promote collaboration, communication, critical thinking, and creativity amongst students. Additionally, meeting the individual needs of all student is achieved through small group instruction, leveled intervention (RTI), enrichment programs, and utilizing the Student Intervention Team (SIT) to identify student needs. Maple staff utilizes multiple sources of assessment data to further impact instructional practices that will best support our students.

Maple students, staff, parents and community are committed to the following goals:

- \* High academic standards and expectations for all students to cultivate healthy environments and support student achievement
- \* Students will acquire skills and attitudes which will prepare them to be college-bound and promote a commitment to life-long learning through high quality resources, leaders and teachers
- \* Incorporation of the 4C's (collaboration, communication, critical thinking, and creativity) as a means to prepare students for success in college and career
- \* A daily average attendance rate of 97%. If students are present, they are learning.

Together as a community of Maple Elementary School, we can provide the very best educational experience for all students. We look forward to a great year!

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it is safe to do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

## School Enrollment

The charts display student enrollment broken down by student group and grade.

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	112	121	123
1st	84	83	97
2nd	99	83	93
3rd	85	106	81
4th	104	82	107
5th	110	107	85
Total	594	582	586

### Enrollment by Student Group

2019-20	
	Percentage
Black or African American	4.9
American Indian or Alaska Native	0.2
Asian	0.7
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	1.4
White	3.8
Two or More Races	1.2
EL Students	32.8
Socioeconomically Disadvantaged	95.1
Students with Disabilities	8.0
Foster Youth	1.4
Homeless	1.4

## School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

## Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	28	28	27	215
Without Full Credentials	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## School Facilities (School Year 2020-21)

### Age and Condition of Facilities

Maple Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision.

Built in 1963, the school sits on 9.43 acres and includes a library, 24 permanent classrooms, 8 portable classrooms, a computer lab, a staff lunch room, a health office, and a cafeteria/multipurpose room. The school recently installed solar paneling.

### Campus Supervision

In the morning as students arrive on campus, the principal, assistant principal, and three school site aides supervise activities in the cafeteria and on the playground. During recess, five school site aides, teachers, assistant principal and the principal oversee playground activities. Administration and five school site aides monitor the cafeteria and playground during the lunch period.

When students are dismissed for the day, teachers and the administration 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.

### 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.

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. 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.

### Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: add floor drains in the kitchen.

### Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district’s maintenance department inspects facilities and operating systems at each school 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 chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 04/29/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			P- RM C 4: CARPET IS TORN IN OFFICE. RM G 20: WATER STAIN CEILING TILE ABOVE SINK. BLDG G/ LIBRARY/ RM 21, P- RM C 3, P- T 31, RM G 18, P- RM C 2: WATER STAIN CEILING TILES. RM G 17: WATER STAIN CEILING TILES ABOVE WINDOW. P- RM C 2: CARPET HAS WAVES/ WORN. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 4: TRIP HAZARD AT ASPHALT CEMENT SEAM. (Work order submitted)

### San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning. Results of the inspection conducted during the 2019-20 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/16/2019		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
Multi-purpose Room	Electrical	Electrical outlet/junction box covers or light switch covers are damaged or missing (remedied 8/16/19)

### Instructional Materials (School Year 2020-21)

#### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

#### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

### **History/Social Studies & Science Curricula**

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

### **Quality, Currency, & Availability**

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<b>District-Adopted Textbooks</b>						
Data Collected: December 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
K-5	English Language Arts/English Language Development	McGraw-Hill	Reading Wonders	2016	Yes	0.00%
K-3	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
4-5	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive!	2020	Yes	0.00%
K-5	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
K-5	Science	Houghton Mifflin	California Science	2007	No	0.00%

<b>District-Adopted Textbooks</b>						
Data Collected: December 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Local Adoption	% Lacking
TK	English Language Arts/English Language Development	McGraw-Hill	World of Wonders*	2016	Yes	0.00%
TK	History/Social Science	Houghton Mifflin	California Social Studies	2006	Yes	0.00%
TK	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
TK	Science	Houghton Mifflin	California Science	2012	Yes	0.00%

*\*World of Wonders is part of the Reading Wonders Program*

## **Pupil Outcomes**

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### **California Assessment of Student Performance and Progress**

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.



Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	27	39	37	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	18	25	29	19	23	26	37	38	29
Science (Grades 5, 8, and 10)	--	--	19	--	--	18	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	295	294	99.66	0.34	37.07	294	99.66	0.34	28.57
Male	151	151	100.00	0.00	33.11	151	100.00	0.00	26.49
Female	144	143	99.31	0.69	41.26	143	99.31	0.69	30.77
Black or African American	24	24	100.00	0.00	29.17	24	100.00	0.00	25
Hispanic or Latino	249	248	99.60	0.40	36.29	248	99.60	0.40	27.82
White	12	12	100.00	0.00	50	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	236	236	100.00	0.00	36.44	236	100.00	0.00	27.12
English Learners	133	133	100.00	0.00	29.32	133	100.00	0.00	24.06
Students with Disabilities	32	31	96.88	3.12	0	31	96.88	3.12	3.23

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6%	12.3%	7.5%

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

## **Engagement**

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### **Parent Involvement (School Year 2020-21)**

Parents are encouraged to get involved in Maple Elementary School's learning community. Staff encourages parents to volunteer their assistance in the classrooms, library, and school office. Events such as Back-to-School Night, Open House, Monthly "Coffee with the Principal," Movie Night, Fundraising events, Reading Festival, District English Language Advisory Council, Literacy Week, the Multicultural Festival, Nutrition and Parenting classes, and Family Nights (Grade Level Standard Nights K-5th, Language Arts, Math, Science, and SBAC) and School Site Council 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 to help parents support and to provide input on the school's language arts program.

Administration, the counselor, and district representatives hold parent workshops to assist parents in supporting their child with homework help, parenting, parent involvement at school, and discipline.

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. Blackboard 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 School's effort to create a positive learning environment.

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

### **Discipline & Climate for Learning**

Maple Elementary School's schoolwide discipline program is based on three primary traits-be safe, be responsible, and be respectful. The three traits are integrated in the classroom, curriculum, and on the playground. The principal, teachers, and support staff are highly visible and interact with students, modeling and encouraging students to take responsibility for their behavior and develop good decision making skills. Maple's Discipline Committee created a schoolwide discipline program that promotes academic achievement and citizenship.

Students are recognized daily, monthly, and at the end of the trimester for displaying good and positive behavior.

The Discipline Committee meets weekly with students who are having difficulty following school rules. Teachers and support staff teach and share strategies that promote positive behavior and encourage them to make good decisions. Students who continue to have difficulty after meeting with the committee are referred to the principal and more serious disciplinary measures are imposed, which include parent conferences, phone calls to parents/guardians, school counselor, before and after school detention, suspension, and in some cases expulsion.

At the beginning of the school year (August), school rules and behavior expectations are shared with students and grade level "Welcome Back" assemblies and in the student/parent handbook by the school counselor and principal. Students are reminded of school rules and their citizenship responsibilities daily, at the beginning of each trimester, and as needed when issues arise.

Every student has the opportunity to receive recognition for outstanding academic achievement, perfect attendance, and citizenship at the end of each trimester. Students are selected by attendance, behavior, classroom performance, and being good citizens and role models.

To promote literacy, students have access to the library throughout the day and are able to exchange books. Students who qualify are rewarded with physical education activities with the principal, positive incentives, movies, or special certificates.

After-school programs and clubs feature activities that engage students and promote academic enrichment and parent involvement. Maple Elementary sponsors GATE club, Maple Ambassadors, Reading club, Reader's Theater, Fontana After School Program, tutoring, and the Merry Mustangs.

In an effort to promote attendance school wide, 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.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.29	0.30	0.30	0.00	0.00	0.00
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

## Safe School Plan (School Year 2020-21)

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 reviewed, updated, and discussed with school staff in August 2020. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Class Size

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	18	19	20	1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	12	20	22	9	2	2	-	4	8	-	-	-
1	28	17	21	-	3	3	3	2	6	-	-	-
2	20	28	18	1	-	4	4	3	6	-	-	-
3	28	21	23	-	1	1	3	4	6	-	-	-
4	34	23	22	-	1	3	4	6	8	2	-	-
5	25	23	23	2	2	2	9	9	7	1	-	-
Other	-	-	27	-	-	1	-	-	-	-	-	1



## Counseling & Support Staff (School Year 2019-20)

Maple Elementary School 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 Intervention Teams (SITs) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Maple Elementary School'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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2019-20	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	1172

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1	0.5
Nurse	1	0.3
Psychologist	1	0.4
Resource Specialist (non-teaching)	2	1.6
Speech/Language/Hearing Specialist	2	1.6

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

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

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

## Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

## District Revenue Sources (Fiscal Year 2019-20)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,673
From Supplemental/Restricted Sources	\$847
From Basic/Unrestricted Sources	\$5,826
District	
From Basic/Unrestricted Sources	\$6,286
Percentage of Variation between School & District	-7.3%
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	-24.8%

## Teacher & Administrative Salaries (Fiscal Year 2018-19)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2018-19		
	District	State
Beginning Teachers	\$48,932	\$50,029
Mid-Range Teachers	\$78,912	\$77,680
Highest Teachers	\$105,055	\$102,143
Elementary School Principals	\$121,535	\$128,526
Middle School Principals	\$121,535	\$133,574
High School Principals	\$133,944	\$147,006
Superintendent	\$250,000	\$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$77,230
District	\$88,170
Percentage of Variation	-12.4%
School & State	
All Unified School Districts	\$83,052
Percentage of Variation	-7%