

# 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>

**Elena Zerbel, Principal**  
*Elena.Zerbel@fusd.net*

### 2020-2021 School Accountability Report Card

#### Board of Education

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**Randal S. Bassett**  
*Superintendent*  
*randal.bassett@fusd.net*

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*Associate Superintendent,*  
*Business Services*

**Monica Makiewicz**  
*Associate Superintendent,*  
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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/guardians and community members should contact the school principal or the district office.

#### 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**

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.

### **Principal's Message**

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

Maple is a wonderful and diverse community that is centered 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 hope that you will gain a better understanding of our school through the information provided in this report.

I believe when the home, community, and school work together school success and achievement will increase. 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 students 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 career/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!

## School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	51.7
Male	48.3
Non-Binary	
Black or African American	6.0
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	1.2
White	3.1
Two or More Races	1.0
Socioeconomically Disadvantaged	90.7
EL Students	29.0
Students with Disabilities	12.0
Foster Youth	0.3
Homeless	1.0
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	111
1st	91
2nd	94
3rd	95
4th	81
5th	110
6th	0
Total	582

## 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 tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.9	86.5	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7	19.7	1.1	12115.8	4.4
Unknown	3.5	12.7	407.0	23.7	18854.3	6.9
Total Teaching Positions	27.6	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.2
Total Out-of-Field Teachers	0.2

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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 has 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, six school site aides, the assistant principal and the principal oversee playground activities. Administration and six 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 December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/23/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	P- RM C 4: 4. CARPET IS TORN IN OFFICE. P- T 15, P- T 18: 4. WALLPAPER IS TORN. P- RM C 1, P- RM C 2, P- T 31: 4. WATER STAIN CEILING TILES. P- RM C 2: 4. CARPET HAS WAVES/ WORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	RM 13: 7. TWO LIGHT PANELS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	P- T 16: 12. DRY ROT ON RAMP. P- T 24: 12. DRY ROT ON SIDING. P- T 20: 12. DRY ROT ON SOUTH SKIRTING. P- T 23: 13. GUTTER DOWN SPOUT IS BENT WITH SHARP EDGES.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 4: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. P- T 22: 15. WINDOW SCREEN IS TORN.

## 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. Results of the inspection conducted during the 2021-22 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/16/2021		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
C2	Mech/HVAC	Ventilation units are not functioning properly (work order #48830)
Portable Boy's Restroom	Restrooms	Toilet/urinal is leaking (work order #48826)
M Building Boy's Restroom	Restrooms	Toilet/urinal is leaking (work order #48827)
C2	Restrooms	Exhaust fan is damaged, unsecured or inoperable (work order #48829)
Kindergarten Playground	Sinks/Fountains	Sink/fountain is not working properly (work order #48822)

## Instructional Materials (School Year 2020-21)

### Quality, Currency, & Availability

The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2021						
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%

District-Adopted Textbooks						
Data Collected: December 2021						
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*

## **Sufficiency of Instructional Materials**

Fontana Unified School District held a public hearing on September 22, 2021, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

## **History/Social Studies and 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 Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

## **English Language Arts Curricula**

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

## **Mathematics Curricula**

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

## **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 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).

## **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, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. 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, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

Note: 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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.



The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
English Language Arts					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	379	367	97%	3%	10%
Male	189	183	97%	3%	11%
Female	190	184	97%	3%	8%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	4	4	100%	0%	--
Native Hawaiian or Pacific Islander	4	4	100%	0%	--
Filipino	0	0	0%	0%	--
Hispanic or Latino	333	321	96%	4%	10%
Black or African American	20	20	100%	0%	0%
White	13	13	100%	0%	8%
Two or More Races	4	4	100%	0%	--
EL Students	124	120	97%	3%	7%
Foster Youth	3	2	67%	33%	--
Homeless	--	8	8	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	340	328	96%	4%	8%
Migrant Education			0%	0%	
Students with Disabilities	51	41	80%	20%	5%

Assessment Results by Student Group					
Mathematics					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	379	367	97%	3%	26%
Male	189	183	97%	3%	20%
Female	190	184	97%	3%	31%
American Indian or Alaska Native	1	1	100%	0%	--
Asian	4	4	100%	0%	--
Native Hawaiian or Pacific Islander	4	4	100%	0%	--
Filipino	0	0	0%	0%	--
Hispanic or Latino	333	321	96%	4%	27%
Black or African American	20	20	100%	0%	15%
White	13	13	100%	0%	23%
Two or More Races	4	4	100%	0%	--
EL Students	124	120	97%	3%	10%
Foster Youth	3	2	67%	33%	--
Homeless	--	8	8	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	340	328	96%	4%	24%
Migrant Education			0%	0%	
Students with Disabilities	50	40	80%	20%	8%

## 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

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). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

## 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 2021-22)

Parents are encouraged to be active 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, STEAM Night, District English Language Advisory Council, Literacy Week, 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. All flyers and information are posted on Peachjar and social media sites for Maple Elementary School. 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: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- Attendance

### Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	619	603	31	5.1
Female	322	313	18	5.8
Male	297	290	13	4.5
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	1	20.0
Black or African American	38	36	1	2.8
Filipino	0	0	0	0.0
Hispanic or Latino	538	527	27	5.1
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	8	8	0	0.0
White	22	19	2	10.5
EL Students	188	186	4	2.2
Foster Youth	6	5	0	0.0
Homeless	15	14	0	0.0
Socioeconomically Disadvantaged	558	545	31	5.7
Migrant Education	0	0	0	0.0
Students with Disabilities	75	73	7	9.6

## State Priority: School Climate

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

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

### Safe School Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2021. 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

## Suspensions & Expulsions

The tables display 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 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	0.30	0.31	0.00	0.00	0.00	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

## 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.

## 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

## Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

## Professional 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.

The district recently focused on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

All staff completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

## Class Size

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

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	20	22	39	2	2	3	4	8	3			1
1	17	21	44	3	3	1	2	6	4			1
2	28		40		4	3	3	6	3			1
3	21	23	31	1	1	4	4	6	4			1
4	23	22	30	1	3	3	6	8	3			2
5	23	23	39	2	2	2	9	7	5			2
6												
Other		27	33		1						1	

## Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	1164

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0.0
Other	0.0

## District Revenue Sources (Fiscal Year 2020-21)

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

## District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$7,004
School: From Supplemental/Restricted Sources	\$1,344
School: From Basic/Unrestricted Sources	\$5,660
District: From Basic/Unrestricted Sources	\$1,573
Percentage of Variation between School & District	259.82%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-32.97%

## Teacher & Administrative Salaries

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 districts 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 web site, [www.cde.ca.gov](http://www.cde.ca.gov).

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$50,645	\$50,897
Mid-Range Teachers	\$85,346	\$78,461
Highest Teachers	\$109,766	\$104,322
Elementary School Principals	\$124,573	\$131,863
Middle School Principals	\$124,573	\$137,086
High School Principals	\$137,291	\$151,143
Superintendent	\$250,000	\$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	\$77,432
District	\$89,550
Percentage of Variation between School & District	-13.53%
All Similar School Districts	\$84,665
Percentage of Variation between School & State	-8.54%